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The life experiences of constructively adapting adolescent war refugees in Northeast U.S. and in the Greater area of Vancouver in Canada

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Life Experiences of Constructively Adapting Adolescent War Refugees in Northeast U.S.
and in the Greater area of Vancouver in Canada

by
Arlette Joëlle Ngoubene-Atioky, M.Ed.

Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Doctor of Philosophy
in
Counseling Psychology

Lehigh University
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Abstract

The current study examined the life experiences of constructively adapting adolescent war refugees. First, the study sought to understand the services at the disposition of refugees after their migration to a host country. Results show that 124 refugee agencies located in the Northeast area of the U.S. and the Greater area of Vancouver in Canada offered an average of five resources for refugees. Secondly, using a grounded-theory qualitative research approach, interviews of ten adolescent war refugees were analyzed. The participating refugees revealed multiple life experiences before, during, and after their migration to their host country, particularly the first day of their arrival in the host country, the assistance they received from their refugee agency, and their perspectives on their family dynamics post-migration. In addition, refugees who experienced a high-level nature of exposure to war reported more war-related experiences and current war sequelae than other participating refugees. High-level-war-exposure refugees also shared their perspectives on their school performance and noted few friendships with their host country's native residents. In addition, participating refugees residing in Canada reported engagement in refugee youth programs while participating refugees located in the Northeast U.S. did not. Moreover, the ecodevelopmental stress and resource-based hypothesis of post-migration adaptation was developed based on participating refugees' stressors and resources before, during, and after migration to their host country. The proposed ecodevelopmental stress and resource-based hypothesis of post-migration adaptation also examines participating refugees' perceived adaptation to their host country, particularly new experiences, learning, and personal development after migration to their host country. Further, the dissertation reviews the limitations of the

study and the implications of the results for clinical practice and training. Finally, recommendations for future studies are provided.

Chapter I

Introduction

War is defined as a prolonged and devastating armed conflict between several parties: Populations caught in such conflicts may include perpetrators, observers, and or first-hand victims of emotional and physical abuse. Destruction of property or of an entire community, physical or sexual assaults, torture, mutilation, deprivation of human basic needs (food, water, and shelter), use of terror as a mean of intimidation, experienced terror leading to fear, and worry are among experiences faced by refugees of war (Drumm, Pittman, & Perry, 2003). The refugees' role and developmental age during the war affect the frequency, severity, and type of mental health symptoms they may exhibit as well as their overall perspectives on life (Ekblad, Prochazka, & Roth, 2002; Holtz, 1998; Nordanger, 2007; Hodes, Jagdev, Chandra, & Cunniff, 2008; Pinto & Burhorst, 2007). Women and children account for 80% of war casualties (United Nations Children Fund, 2005) and therefore qualify as some of the most vulnerable people in armed conflicts. Few studies examine the experiences of vulnerable populations who have escaped the current global war zones. This qualitative dissertation focuses on the experiences of adolescent war refugees and aims at offering a better understanding of individuals who were once innocent and playful but now inescapably affected by human-made disasters.

Statistics on Refugees of War

The 1951 Convention on the Status of Refugees characterizes a refugee as an individual who resides outside of her country due to fear of persecution for reasons of race, religion, nationality, or political opinion (Keyes & Kane, 2004; UNHCR, 2007). At

the end of 2010, the Office of the United Nations High Commission for Refugees (UNHCR) estimated that 10.55 million war refugees existed worldwide, a 1.5% decrease from 2009 due to a decrease of war conflicts. This number excludes the 96,504 Palestinian refugees currently living in refugee camps or residing in countries adjacent to Palestine. It also does not account for refugees in some industrialized countries (i.e. Australia) that do not divulge refugee statistics.

The existing age-specific statistics indicate that within the 38% of the total number of populations (i.e. refugees, asylum seekers, stateless and internally displaced) served by UNHCR in 2009, about 15 million (41%) are refugees or individuals in refugee-like situations under the age of 18. About 8 million (52%) of these minors are located in refugee camps while 7 million (43%) young refugees reside in urban areas (UNHCR, 2009).

UNHCR also reports that in 2009, about 22 million (49%) refugees were women and children. Women and children refugees had a higher proportionate rate (54%) of return to their native country than any other groups. They were also more accounted for in refugee camps (53%) than in urban areas, which could explain the 2007 UNHCR statistics that adolescent refugees and minors seeking asylum in a host country are in majority male (UNHCR, 2007).

At the end of 2010, Asia (and the Pacific Islands) is the continent with the largest number of refugees, accounting for 38% of refugees in its soil, followed by Sub-Saharan Africa (21%), the Middle East and Northern Africa (18%), Europe (15%), and the Americas (7%) (UNHCR, 2011). Pakistan remains the country with the largest number of refugee populations who primarily emigrated from Afghanistan. In the Americas, the

majority of refugee populations reside in Colombia (395, 600). At the end of 2010, the United States of America accounted for approximately 71,400 new refugees and 54,300 new asylum seekers. The U.S. was the second country to receive the most claims for asylum seekers, with a 13% increase of asylum seeking claims. The geographical stratification of refugees can be explained by the location of their country of origin as most refugees attempt to relocate in adjacent countries (UNHCR, 2011). Most refugees originate from Asia (primarily from Afghanistan, Iraq, Myanmar, Vietnam, and China), Africa (Somalia, Democratic Republic of Congo, Sudan, and Eritrea), Latin America (Colombia) and the Caribbean, where political and social uprisings are predominant (UNHCR, 2011).

Although the aforementioned numbers represent official and reported estimates of refugee populations, they do not include individuals whose asylum status remains pending or who immigrated by force into another country. At the end of 2010, UNHCR reported an approximate total of 845,800 asylum seekers worldwide. UNHCR defines unaccompanied minor asylum seekers as “children under 18 years old, who have been separated from both parents and are not being cared for by an adult who, by law or by custom, is responsible to do so” (Pinto & Burhorst, 2007, p. 597). Since refugees immigrate into a host country through legal and illegal means, illegal immigrants whose status has not been regulated due to miscellaneous factors cannot be added to official numbers. It is, therefore, likely that a greater number of refugees exist around the world.

This study focused primarily on adolescent refugees who escaped war-related circumstances. Adolescents are defined as children in their teen years, between the ages of thirteen and nineteen years old. Adolescent war refugees may have lost parents,

siblings, and other significant family members. They may have been pacifist civilians, observers of atrocities, first siege soldiers, recipients and/or perpetrators of horrific acts. Regardless of the war-related circumstances these minors have escaped, their means of exile, their current immigration status, and their preconceived maturity, they are still children, human beings with developmental milestones still unattained and whose experiences do not align with the standard emotional, psychological, and physical growth of adolescents. Reports from non-governmental institutions have indicated a “high number” of adolescents involved in war conflicts; however, few studies have examined the impact of war and resettlement on adolescent refugees (Barber, 2009, p. 7). The purpose of the present study was therefore, to explore adolescent war refugees’ experiences. For purposes of the present study, then, an adolescent refugee of war was defined as an individual between the ages of thirteen and nineteen years old who has sought refuge due to war-related circumstances in a host country.

International Resettlement Procedures

The United Nations Convention on the Rights of the Child (UNICEF, 1989) affirms that states have an obligation to protect minors against abuse, neglect, and exploitation as well as to ensure the adequate living condition of minors in order to ascertain children’s physical, mental, spiritual, moral, and social development. The Office of the United Nations High Commission for Refugees (UNHCR), the United Nations agency in charge of refugees, internally displaced, and stateless populations, provides humanitarian services and assistance to approximately 45% of refugees around the world (UNHCR, 2007). UNHCR sponsors many non-governmental organizations (NGOs) that provide basic humanitarian care to world refugees. These NGOs fall primarily into three separate

but collaborating classifications: Christian affiliated refugee organizations, Jewish refugee programs, and atheist refugee organizations (UNHCR, 2007). Each set of organizations conducts state and local (affiliated) programs that are in charge of providing direct services to resettled refugees in the U.S., Canada, and around the world.

State Resettlement Procedures

Legislative and administrative procedures for refugee resettlement vary across nations. The following section highlights the legislative and administrative procedures for refugee resettlement in the U.S. and Canada.

U.S. resettlement procedures and agencies. In 1995, the U.S. ratified the 1989 UN Convention on the Rights of Children. Years before, the U.S. Congress adopted the 1980 Refugee Act, which mandated the standardization of services offered to refugees resettled in the U.S. The U.S. Office of Refugee Resettlement (ORR) was subsequently established and became the U.S. federal branch in charge of refugee relocation. In 2007, the U.S. Congress ratified another resolution which protects the basic human rights of refugees and asylum-seekers who are under the age of 18 years old. The ORR is the primary office of resettlement of refugees in the U.S. ORR is comprised of five primary divisions in charge of assistance to refugees: Division of Refugee Assistance, Division of Community Resettlement, Division of Budget, Policy, & Analysis, and Division of Unaccompanied Children Services. The ORR Division of Unaccompanied Children Services is responsible for attending to the refugee child's basic human needs (food, shelter, and water), for determining guardianship or custodial for the child, for investigating missing demographic information of the child, and for providing pro bono legal representation for the child (ORR, 2009). At the end of 2009, about 1,500 unaccompanied refugee minors,

76% of whom were male and 24% female, with 16% below the age of 14 were in the guardianship of ORR. These unaccompanied minors primarily originate from Guatemala, Honduras, El Salvador, and Mexico and received social services and individualized assistance from ORR (ORR, 2011).

According to ORR and pursuant to the Refugee Act, Congress signs a resolution each year delineating the maximum quota of refugees (per continent of origin) that the U.S. will allow to resettle within its borders. Since 2001, only approximately half of this permitted number of refugees is actually resettled each year, due to protracted administrative procedures following the 9/11 terrorist attacks (The Diocese of Allentown: Refugee and Immigration Services, 2008; ORR, 2006, p. 8). After the quota of refugees to be resettled in the U.S. is determined, the process of resettlement begins with an investigation and selection of a single or a group of refugees. This selection is based on multiple circumstantial factors such as the geographic location of political crisis, recommendations from international non-governmental organizations, and the country of origin and the ethnic group of the refugees. The process of resettlement is believed to take six months to a year to complete, depending on the refugee candidates' country of origin and demographic information.

Approximately 74,654 refugees have resettled in 2009 in the U.S., with the majority originating from Burma, Iraq, Bhutan, Cuba, Iran, Somalia, and Vietnam (ORR, 2009). Southeast Asian refugees remain the largest group of admitted refugees in the U.S., accounting for more than 700,000 refugees resettled in the U.S. since 1983 (ORR, 2006). Refugees from the Former Soviet Union, Cuba, Afghanistan, Somalia, Iran, Iraq, and Ethiopia have also been admitted in large numbers in the U.S.

Each year, ORR informs NGOs around the world of the number of refugees to be resettled in the U.S. After processing official documentation (demographic information, interviews, Central of Intelligence Agency (CIA) checks, medical evaluation, and evidentiary documentation of persecution) ORR selects the region in the U.S. where refugees will be resettled. Adolescent refugees' resettlement occurs primarily based on the adolescent's cultural and familial background: NGOs first attempt to relocate the minor in a country or region in which the adolescent has closed relatives. Such a consideration is particularly accounted for if the adolescent is an orphan. When immediate or remote family reunion is not feasible, the adolescent refugee is sent to a country with a significant number of individuals from her cultural background. Only when these options are exhausted does the adolescent refugee resettlement follow the procedures described above. The adolescent refugee is then adopted or placed in the custody of an individual from the same cultural group/foster family or under the supervision of a legal tutor in the new country of residence.

After selection for resettlement, ORR conveys to U.S. state governments the assignment of new refugees. Overseas NGOs that cared for refugees before their departure to the U.S., inform state and local organizations of the arrival of new refugees in their respective localities. According to Will Miller (2010), director of Allentown Immigration and Refugee Services, local refugee centers can be informed within as little as four days but on average two weeks before the arrival of new refugees.

Resettlement procedures in Canada. In 1967, Canada ratified the UN Refugee Convention of 1951 which provided guidelines for refugee resettlement. Years later, the Canadian Immigration act of 1976 acknowledged status differences between refugees and

other immigrating groups and facilitated the establishment of social programs for refugees in Canada (Amnesty International, 2010). In 1986, Canada was awarded the Nansen Medal by the UNHCR and has since acquired the status of a welcoming nation for refugees (Amnesty International, 2010). Further, in 2002, the Parliament of Canada adopted the Immigration Refugee and Protection Act which provided further clarification on Canadian refugees' rights and founded the Office of Citizenship and Immigration Canada (CIC) (Department of Justice of Canada, 2010).

The CIC handles refugee resettlement in Canada. CIC collaborates with UNHCR and other international organizations as well as private sponsorship groups on refugee referrals to Canada. Private sponsorship groups abide by reciprocal agreements between CIC and these organizations which delimitate the financial and administrative procedures for refugee resettlement in Canada. According to CIC, refugees are individuals who resided outside of Canada, were referred by UNHCR or another organization with reciprocal legal agreements with Canada, were selected for and granted government assistance or private sponsored refugee funding, or held personal finances for themselves and their dependent(s). Refugees also underwent medical examination, security and criminal checks before approval of resettlement. CIC reports an application preference for refugees "who are at disproportionately more at risk" than other refugee populations (CIC, 2011). Henceforth, after the aforementioned substantial administrative requests are satisfied, the refugee application may not be granted because of miscellaneous factors.

CIC identifies three legal classes of Canadian refugee resettlement: the Convention-refugee abroad class, the country of asylum class, and the source country class. First, under the convention-refugee abroad class, an individual seeks refuge from outside of

Canada and is currently outside of their native country without possibility of return because they have a “well-founded” fear of future persecution (on account of race, nationality, political opinion, religion, and membership in a particular social group), and has no other protection available to oneself (CIC, 2011). Second, the country of asylum refugee class applies to a refugee who does not qualify as a Convention-applicable refugee, is temporarily residing in an exile country, and claims any other appropriate solution than asylum due to a serious and debilitating impact from an armed conflict. Third, a source country class refugee refers to an individual who resides either in a determined source country or her native country, is currently affected by an armed conflict or by fear of persecution because of race, religion, nationality, political opinion or membership in a particular social group.

Upon approval of refugee claims, determination of the most appropriate Canadian city of resettlement is made. The Matching center, a CIC-funded entity, selects a particular city for refugees based upon refugees’ language, work experience, ethnic or family ties, medical state, and/or the availability of local refugee services (CIC, 2008). After selection of a suitable city for a refugee applicant, CIC transfers the refugee’s case to refugee assistance programs within the selected city. Canada resettles 10,000 to 12,000 refugees annually. Most Canadian refugees originate from Bhutan, Burma, Iraq, Afghanistan, Colombia, Ethiopia, Sudan, Democratic Republic of Congo, Somalia, Iran, and Eritrea (CIC, 2007). Upon arrival, Canadian refugees are granted permanent residency and are eligible for citizenships after 5 years. Over 150,000 Canadian refugees have been granted permanent residency (CIC, 2011).

Social Services for Refugees

This section reviews the social services at the disposition of refugees in the US and Canada before and after arrival to a host country. The section first describes general resettlement process applicable to both Canada and the U.S. and then provides specific information on the social services for refugees in Canada and the United States.

Upon arrival in the host country, a series of treatment interventions are undertaken to ensure the efficient adaptation of refugees to their new environment. According to Pumariega, Rothe, and Pumariega (2005), treatment interventions for refugees are divided into three crisis resolution stages: (a) triage, (b) debriefing, and (c) emergency services. Triage consists of prioritizing the services to be provided to refugees more critically affected by the relocation and the experienced trauma. Debriefing is the process through which new refugees receive educational seminars on their status and current environment. Upon arrival, most refugees feel cognitively overwhelmed and disoriented in their new living environment and are in need of reassurance and educational support. Finally, emergency services consist of any other immediate emotional, medical, and social resources that will further support refugees in their relocation. The duration of each treatment intervention varies based on the setting and the nature of the emergency, ranging from six months to five years (Brock, Sandoval, & Lewis, 2005; Richie, Watson, & Friedman, 2006).

A number of local organizations have been established in order to provide triage, debriefing, and emergency services to refugees. Refugee centers and programs have been founded to meet the needs of refugee populations. The primary goal of any refugee programs is to foster self-sufficiency and independence (Miller, 2008; Jim Siemens, 2011). These centers play an increasingly crucial role due to the escalating number of

war-related crises and the decreasing percentage of refugees voluntarily returning to their country of origin (UNHCR, 2007).

Refugee centers typically build connections with local authorities, churches, communities, and individual volunteers who facilitate the provision of supportive services. The centers and affiliated communities also become pseudo-adoptive families for most refugees. Certain centers allow refugees to seek services indefinitely while others lessen services after a six month to five-year period and/or after a change in immigration status (e.g. naturalization). Services may also vary based on the geographical necessity and the financial stability of refugee centers, which primarily rely on federal and external funding (individual and community contributions) for self-sustenance (The Diocese of Allentown: Refugee and Immigration Services, 2008; The Immigration Services Society Welcome House of BC, 2010).

In Canada, the CIC distributes refugee assistance programs into five categories: (a) the Immigrant Settlement and Adaptation Program (reception, orientation, translation and interpretation services, (b) counseling, community resources, employment-related and other social assistance), (c) the Language Instruction for Newcomers to Canada program which provides basic French or English training to refugees, (d) the Enhanced Language Training initiative which assists in specialized employment-focused language training, and (d) Host activities programs which offer leisure acculturation-focused activities for refugees, and Going to Canada Immigration Portal for technology training (CIC, 2011).

Moreover, before arrival to Canada, CIC-approved refugees participate in abroad programs such as the Canadian Orientation Abroad session which provides upcoming refugees with general information on life in Canada. Refugees may also be referred to the

CIC Resettlement Assistance Program, the Immigration Loan Program and/or the Interim Federal Health program, all of which facilitate financial and social accommodations for upcoming refugees (airport arrival assistance, immediate temporary housing accommodation, permanent housing assistance, health insurance application, and orientation to Canadian life).

Before arrival to the U.S., admitted refugees may seek the assistance of the International Organization for Migration (IOM; 2011) which offers an interest-free loan to cover travel costs to U.S. Refugees who sign a promissory reimbursement note begin to receive monthly bills three months after their arrival to the U.S. IMO has sponsored the resettlement of millions of refugees around the world. However, refugees who do not reimburse IMO travel loan are legally liable for full repayment, collection costs, and attorney's and interests' fees.

In the U.S., refugee centers, agencies, and/or programs offer a variety of administrative, social, and financial assistance to refugees including (a) immigration/legal assistance (e.g. naturalization or search of family members still residing in country of origin), (b) job searches and employment, (c) financial assistance, (d) medical and emotional assistance (e.g. individual, group, or family counseling and/or referral to a local mental health agency), (e) host country language training (e.g. English-as-a-second-language program), (f) basic human needs (water, food, and shelter) and an array of social services (Miller, 2008; Stepakoff, Hubbard, Katoh, Falk, Mikulu, Nkhoma, & Omagwa, 2006). Further, refugee centers may also facilitate re-adaptation to school environment (through school tutoring for students who are behind in the curriculum, emulating appropriate interpersonal interactions, or providing educational

workshop/training to school officials on refugee populations), implement educational-based activities, establish a big brother/big sister program for orphaned adolescents, foster familial alliance in the new environment, assist in the reunification of geographically dispersed family members, and refer the adolescent refugee to culturally appropriate therapeutic services (e.g. cultural-specific healing, child and family therapy) (CAMHEE Partners, 2007; EXIL, 2007; Kirkmayer, Groleau, Guzder, Blade, & Jarvis, 2003; Pumariega et al., 2005).

Health Initiatives for War Refugees

In addition to social services, most refugee centers refer clients to health and mental health services as needed. Refugees of war are likely to suffer from health-related issues due to the traumatic circumstances of their exile.

Adolescent refugees have endured on average three to four relocation before settling in their country of exile (Newman & Steel, 2008). Some adolescent refugees may have also served as baits in combat, others as sexual objects, whereas others are child soldiers tortured by inductors (Pinto & Burhorst, 2007). Adverse physical and mental health repercussions are very likely. Arthur and Ramaliu (2000) reported that survivors of torture suffer physical, physiological, and social disruptions. The physical consequences of torture include dizziness, headaches, extreme fatigue, auditory or visual disturbances, muscular pain, genital dysfunctions, memory loss, heart-related issues, and eating problems. Potential physiological effects include the loss of control and the loss of a personal identity: diagnoses such as depression, chronic tension/alertness, eating disorders, post-traumatic stress, and phobia are therefore common in this population (Berliner, 2006).

Trauma is defined as a “disruption in the narrative of life where events move through personal and social time and space where the process of coping also moves through time, with feedback loops caused by traumatic memory” (Oakes, 2002, p. 59-60). The deleterious effects of trauma(s) in war-related circumstances place refugee populations at risk for mental health related symptoms, many of which are associated with diagnoses of post-traumatic stress disorder (PTSD) and depression.

Post-traumatic stress disorder (PTSD) was first diagnosed in Vietnam War veterans whose traumatic symptoms were not well accounted for by the existing Diagnostic and Statistical Manual (DSM) of mental health disorder’s diagnostic codes (Herman, 1992). Although a western-identified construct, symptoms of PTSD are accounted in diverse cultures (Hodes, 2002). PTSD symptoms include recurrent physiological and/or emotional revisitation of traumatic experience(s), anxiety-related, and depressive-related symptoms (American Psychiatric Association, 2000).

In refugees, these symptoms may be exhibited in the course of remembrance of violence or any form of torture (Willis & Gonzalez, 1998). Dissociative functional doubling is common among trauma survivors, especially child soldiers: in order to reduce the physical and affective impact of the event, children create an auxiliary self that differs from their pre-traumatic self. This auxiliary self, the “walking dead” or “dead soul”, manages anxiety, guilt, and potential physical pain from torture. The dissociation is usually facilitated by substance use (Parson, 1996; Berliner, 2006). Dissociation may be critical in war-related circumstances but becomes an insufficient and damaging post-war coping mechanism (Parson, 1996; Berliner, 2006; Arthur & Ramaliu, 2000).

According to Amnesty International (2005), adolescents are the minors most afflicted by violence, in particular torture-related violence. Adolescents do have the cognitive ability to understand and articulate their experiences. Many of them are expected to “function like adults” (p. 2) and therefore the ability to behave in a mature manner. Nevertheless, the emotional maturity to cope and respond to war violence-related events is limited in adolescence. The concept of invincibility and invulnerability in adolescents may exacerbate self-sacrificing attitudes and involvement in war conflicts (Barber, 2009). Adolescents may blame themselves for their inability to protect themselves, their family, and their friends. Adolescent refugees have reportedly exhibited low self-confidence, feelings of hopelessness, guilt, and depressive symptoms (Begovac, Rudan, Begovac, Vidovic, & Majic, 2004).

In comparison with adolescents, pre-school aged children are highly fearful of any suggestion of torture. Although pre-school aged children do feel and suffer from the trauma, they are still not able to clearly understand or express their emotional reactions (Sezibera, 2008). Children at this age are more likely to blame themselves for the incidence of torture. Speech and behavioral patterns are thought to diminish as pre-school aged children are unable to truly understand and/or articulate the events that occurred. Elementary school aged children are more capable of depicting and expressing the incidents of torture than pre-school aged children (Sezibera, 2008). However, elementary children are also more likely to re-enact traumatic events and conceptualize ways in which they could have prevented/avoided the incident(s). Rage, desire for retaliation, withdrawal, fear, and acceptance of the human finite nature are common in young

children. Elementary school children may also perceive that such actions/incidents occur in every family/environment (e.g. belief that torture is one means of conflict resolution).

Research indicates that refugees and soldiers manifest more symptoms of PTSD than any other groups of survivors of war (Vedrana & Helmuth, 2002). PTSD symptoms are reportedly affecting 25%-75% of adolescent war refugees (Pumariega et al., 2005; Sack, Him, & Dickason, 1999; Lustig, Weine, Saxe, Beardslee, et al. 2004). The severity, frequency, and temporal experience of trauma clearly vary depending upon personal characteristics and type of exposure to war-related events (Ekblad, Prochaszka & Roth, 2002; Michultka, Blanchard, & Kalous, 1998). To illustrate, research indicates that PTSD is less prevalent in adolescent refugees from reunited families and from particular cultural groups, which attests to the influence and salience of protective environmental factors to the resiliency of adolescent war refugees (Sack, Clarke, Seeley, 1995). In addition, Becker, Weine, Vojvada, and McGlashan (1999) estimate that 1/5 of adolescent refugees who experienced genocide-related forms of war trauma suffer from PTSD 6 years later.

When compared with adult refugees who exhibit depressive symptoms from trauma (Montgomery & Foldspang, 2001), adolescent war refugees are more likely to externalize their emotions with the use of violence and substance use (Pumariega et al., 2005). Social misconduct and the use of harmful substances are common among adolescent refugees, especially male adolescent refugees (Szapocnik, Ladner, & Scopetta, 1979; Szapocnik, Kurtines, & Fernandez, 1980). Self-harm behaviors such as hanging, strangulation, suffocation, jumping from buildings, unhealthy eating habits, drinking excessively, and severe self-mutilation, have also been observed in a few adolescent war refugees (Patel & Hodes, 2006). Aggressive behaviors, which may have been the primary form of

emotional expression pre-combat, could be inappropriately exhibited in school and in the familial environment; such actions contribute to further stigmatization and isolation of adolescent refugees.

Notably, gender differences have been observed in the emergence and expression of emotional responses (Sezibera, 2008). Research does reveal gender differences in behavior commonly observed between male and female adolescents: Young refugees are in majority males, as they are more likely than female refugees to escape and survive war because of the exacerbation of sexism, women oppression, and lethal female abuses in war conflicts (UNHCR, 2007). Thus, data on the emotional stability of young refugees have primarily arisen from studies on male refugees. Male adolescent refugees may reportedly exhibit violent conduct-related behaviors and indulge in illicit drug use. On the other hand, female adolescents may engage in internal forms of self-destruction (Patel & Hodes, 2006; Crawford & Unger, 2000). Gender differences over the severity of emotional hurdles have also been noted among adolescent refugees. Female adolescent refugees report more emotional difficulties than male adolescent refugees (Toussignant et al., 1999; Patel & Hodes, 2006; Sack, Clarke, & Seeley, 1995). Eating disorders, anorexia nervosa and bulimia nervosa have been primarily reported in female adolescent war refugees (Ritenbaugh, Shisslak, Teufel, & Leonard-Green, 1996). The development of eating disorders may result from the trauma endured or constitute signs of adaptation ability in the host country (Kope & Sack, 1987). Sexual promiscuity and subsequent precocious maternity are also present in adolescent female refugees whose life prospects become critically limited due to their maternal role (Jovancevic, Knezevic, & Malouks-Smud, 2004; Barudy & Marquebreucq, 2006).

Theoretical Perspectives on Post-War Adjustment and Adaptation

In accordance with Erikson's psychosocial developmental theory (Erikson, 1968), 13 to 18 year old adolescents are struggling with *identity versus confusion* related issues: adolescents in this developmental period are dealing with the physical and emotional consequences of puberty. Their primary focus is their amicable relationships: they want to "fit in" and maintain their strong social interactions, and these elements are critical in the formation of their identity. Adolescents may also be devoted to a particular cause, an idea, or a conviction. They indeed learn to become social agents and to forge strong and faithful interpersonal relationships. Fidelity and support to a social circle is crucial to their sense of self. Accordingly, a supportive social system is of particular importance for adolescent refugees, as resettlement and adaptation to new environment may be strained due to peers' discrimination, isolation, and negative perceptions of refugees (Keogh, 2000). Adolescence has also been perceived as the "fearless" period where adolescents believe that they are invincible and are therefore prone to engage in high-risk behaviors. Such risky behaviors boost an adolescent's ego and self-confidence. The process of identity formation is already one of the primary developmental periods of an individual's life. This period can be even further challenged and/or compromised by the traumatic consequences of war (Porte & Torney-Purta, 1987). This process is particularly difficult for unaccompanied adolescent refugees who experience the strongest effects of culture shock among refugee populations (Williams & Westermeyer, 1983). Ethnic-matching housing placements have been found to ease the cultural shock and enhance psychosocial equilibrium (Porte & Torney-Purta, 1987).

In addition to Erikson's psychosocial developmental theory, Bronfenbrenner's developmental-ecological system theory (1990) serves as the primary theoretical framework in the provision of services to refugee populations (Coughlan & Owens-Manley, 2006). Bronfenbrenner's system is particularly salient for adolescents who seek independence and self-understanding and whose social realm is the primary influence of identity formation (Erikson, 1968). The ecological system theory views the individual as the epicenter of a four-staged social structure that directly or indirectly impacts on her development. The first social structure of Bronfenbrenner's ecological system theory, the *microsystem*, consists of immediate and close environmental influences such as one's family, peers, and any other child care environments. The *mesosystem* is composed of remote influences such as school personnel or extended family members. The *exosystem* and *macrosystem* are more remote influential structures including extended family members, mass media, and a society's ideologies and culture.

Coughlan and Owens-Manley (2006) also developed an ecosystem theoretical perspective on refugee populations based on Morales and Sheafor's (2002) and Bronfenbrenner's (1990) model. Coughlan and Owens-Manley consider *individual* factors to be primary in one's development. These individual components include experiences with immediate relatives as well as cultural, environment-structural, and historical factors any other psychosocial factors which may influence one's development. Coughlan and Owens-Manley views the refugee's *family* as a crucial source of influence: values, beliefs, and interpersonal dynamics within the family system are deemed to impact the refugee's wellbeing in the Coughlan and Owens-Manley model. Coughlan and Owens-Manley defines family as a closely nested group of individuals who share strong

interconnections. The family serves as the primary source of emotional guidance and support: Coughlan and Owens-Manley believes that the structure of a family is individually-constructed, although societal norms have dictated a standard view of a family structure. Considering the contextual and cultural circumstances of adolescent refugees, a family may often consist of immediate or estranged relatives, cultural community members, official guardians, or any supportive individual which could play a significant role in the adolescent refugee's life. *Culture*, an additional eco-systemic influence, derives from general values and belief systems, ethnicity, and societal norms. *Environmental-structural* factors such as political, financial, and systemic influences may also hinder or enhance the refugee's life quality. Finally, *historical* factors such as historical roots and heritage may affect a refugee's wellbeing.

Coughlan and Owens-Manley's five ecological system factors each contribute to the wellbeing of a refugee. The nurturing aspects of these systems particularly impact the growth and functioning of a refugee. Losses resulting from war conflicts and family relocation usually diminish the quality of life of individual refugees and their families. Notably, treatment of war-related trauma can have developmental consequences on the refugees' family system as old and young generations may endure perpetual traumatic familial beliefs and values emanating from the war trauma.

Clinical Implications for Intervening with War Refugees

The multi-national origins of war refugees call for caution when serving this population. The risk status for mental health problems in refugee populations underscores the need for evidence-based mental health interventions and strengthens the rationale for the involvement of Counseling Psychologists as providers of these services (Nordanger,

2007). Division 17 of the American Psychological Association (APA) defines Counseling Psychology as a psychological field that:

“facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with a sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more *highly functioning* lives” (APA Division 17, 2008).

Counseling Psychology is a field indeed known for its holistic and gradual approach to the attainment of well-being. Training and practice in Counseling Psychology emphasize and conceptualize the treatment of a clientele in a non-pathologic, multicultural, de-culpability, and empowering manner. Attention to life functioning rather than psychopathology dictates the array of interventions that appear to be appropriate for the context and needs of refugee populations. Emphasis on a salutogenic approach to treatment allows a de-pathologization of refugee populations whose cultural values and beliefs challenge any attempt to clinically diagnose or pathologize their past life experiences. Counseling psychology expertise in career counseling may also facilitate refugees’ job search, employment acquisition as well as their vocational and career development in the host country. Furthermore, through family and culturally appropriate therapeutic interventions, the adolescent refugee may regain and return to their status as a child (Weine et al., 2006).

Summary and Limitation of Literature

The increasing number of refugee populations underscores the necessity of examining underlying mental health and cultural factors affecting this population. With the escalation of global political and social instability, attention ought to be on the most

vulnerable populations. Most studies on adolescent war refugees have limited contemporary implications as these studies deal with past political and global unrest; few have examined the plethora of war experiences of adolescent war refugees upon resettlement in Canada and in the United States. The exploration of such experiences ought to be exposed and explored as it can only facilitate and achieve a better understanding of the growth and resiliency of future adult global citizens.

Purpose of the Study

The principal purpose of this qualitative dissertation, therefore, was to give voice to resettled adolescent war refugees in a given geographical area and to gather their perspectives on the war-related incidents they experienced. The second purpose of the study was to explore the traumatic experiences of adolescent war refugees. The study emphasized the constructively positive and adaptive life experiences of adolescent war refugees in hope of defining a theoretical social framework of resiliency for mental health professionals. Exploring the underlying experiences of well-adapted adolescent war refugees may facilitate the impartment of counseling service delivery, particularly in regards to building and fostering resiliency in the target population.

Research Question 1

What are the experiences of adolescent war refugees in Eastern U.S. and Western Canada?

RQ1a1. Do these experiences have identifiable themes that can be discerned?

RQ1a2. Do these themes vary based on the level of war exposure and culture?

RQ1c. If similar themes emerge across refugee groups, do these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?

Chapter II

Literature Review

The purpose of the literature review is to highlight critical research on refugee youth and to reveal strengths and gaps in the literature, some of which would be addressed in the current study. The majority of the empirical literature on adolescent war refugees can be classified into three primary areas: (a) the experiences and the consequences of the war on refugee youth (including reflections on life experiences, psychological consequences of war, and contextual-related effects), (b) the diversity-related issues (i.e. culture and gender-related factors) as relating to adolescent war refugees, and (c) the therapeutic interventions for war-afflicted refugee youth.

Experiences and Consequences of War

The following section reviews contemporary studies on adolescent war refugees' life experiences as well as the mental health effects of war and the social-related factors involved in trauma.

Reflections on Life Experiences. This section reviews primary investigations that have given voice to adolescent refugees. Lustig, Weine, Saxe, and Beardslee (2004) analyzed explored adolescent war refugees' experiences through the use of testimonies. The authors deemed this approach to be essential in bringing the youngsters closer to their community. It also allowed a direct and thorough examination of participants' experiences. The narrations served as evidence for immigration-related purposes and provided adolescent war refugees the opportunity to reflect upon their life journey. Twenty Sudanese adolescent war refugees were interviewed two to four months after accumulated years spent in refugee camps and resettlements. Participants were recruited

from a therapeutic focus group for Sudanese adolescent refugees. They were asked to tell their story, to share advice to others who survived difficult situations, and to reflect upon the ways in which their experiences have made them stronger or wiser. These questions were revisited in the two to four month time period of the study (an average of 9-12 sessions was needed to complete the testimonies), with participants editing or clarifying previous transcripts of their disclosures. The final session consisted of a review of the transcribed testimonies. Participants also completed a 7-point-scale satisfaction survey and were handed the final paper copy of their testimonies along with a certificate of participation in the project. The satisfaction survey suggested that participants overall benefitted from their involvement in the study. Testimonies of adolescent war refugees were categorized into three main themes: The first theme reveals adolescent war refugees' emphasis on the historical and cultural underpinnings of their experiences. This theme was attributed to participants' need to find plausible theoretical explanation for the war in Sudan and the traumatic events that emerged from the conflict. For instance, one participant stated the following: "People say that we are a 'lost nation.' [...] [However] Nubia, which was there before the first century, [is said to mean] 'dark black skin' and [Sudanese] referred to the people [of Nubia as such]. Before the first millennium, Nubian civilization was the only source of African civilization. [...] [But now people] would stalk you and kill you, and beat you, or take your things" (p. 38).

The second theme addressed participants' spiritual reflections on their experiences. Sudanese Adolescent war refugees were grateful for their survival, which they attributed to a protective higher being. A participant disclosed: "...We were told by catechisms not to test your god [...] I saw people die in front of me, on top of me, beside me, dying of

hunger, but God has protected my life, in order to let me struggle, he let me come to another place [that] my grand-father never sees” (p. 39).

The third theme highlighted adolescent war refugees’ need for self-preservation. In this regard, the father of one participant reportedly told him: “If you go to the United States [...] and if you don’t wait for me, take these three pieces of advice [...] Don’t use [the U.S.] wrongly, because it’s not a free country [...] If you go and drink alcohol in the streets, you’ll lose your life [...] if you look for girls, you will lose your life, and you’ll not have a future” (p. 40). Many testimonies touched upon narratives of events or advices that the adolescents received before resettlement and included suggestions and comments from close relatives to persevere in life, to maintain their strength, and to always navigate circumstances in a thoughtful and wise manner.

Although the validity check process for the data was commendable, the authors still did not take into consideration language-related issues which might have arisen during data collection. The testimonies being conducted in English may have limited the quantity, content, and depth of disclosure. Further, the authors did acknowledge that the taping of the sessions was of concern to participants which may have affected the data.

Psychological Consequences of War. Empirical investigations on refugee populations have primarily focused on the emotional and psychological consequences of war on adolescents. This literature has primarily examined diagnosis of the post-traumatic stress (PTSD), depression, and/or trauma-related symptoms. Relevant literature has also explored the contextual, social, and developmental effects of war on adolescent refugees. This section highlights relevant findings on the psychological impact of war on adolescent war refugees.

Pinto and Burhorst (2007) examined the experiences and primary difficulties faced by young refugees and asylum-seeking minors, including the emotional and psychological consequences of trauma. A hundred and twenty nine refugees and asylum seekers (69 males and 60 females) who emigrated with their families and 59 unaccompanied minors participated in the study. The participants originated from African, Asian, and Eastern European countries and had been receiving services at a multidisciplinary child mental health center in the Netherlands. The investigators divided the children's reports into psychological, psycho-physiological, and physical traumatic events. Psychological trauma was defined as experienced seclusion, threats of one's life or significant others, witnessing violence or harm on oneself or others, and suffering from the loss of significant others. Psycho-physiological trauma, a combination of psychological and physical trauma, was perceived to be in relation to experienced sequestration peri-conflict, sexual abuses, and physical forms of violence or torture. Physical trauma was referred to forms of bodily inflicted abuses. The majority of participants reported experiencing at least one traumatic event, followed by a number of participants who disclosed suffering from four or more traumatic events. Unaccompanied minors were more likely than accompanied minors to report four or more traumatic events. Most traumatic experiences were psycho-physical in nature, with separation from significant others, witnessing of violence, life threats on significant others, and ongoing war conflicts the most commonly reported. Physical traumatic events were the second most reported traumatic experiences. Unaccompanied minors, however, experienced more infliction of physical and sexual violence, witnessed atrocities, and reported experiences of maltreatment, imprisonment, and kidnapping. Unaccompanied youth also had a

significant frequency in the diagnosis of depressive disorder, borderline personality disorder, and psychosis while accompanied minors were diagnosed with more social-related disorders. In addition, minors complained of regulation difficulties, behavioral problems, anxiety, learning difficulties, depressive mood, somatic complaints, relationship problems, developmental delay, and lastly, hallucination/delusions. This study clearly helps understand the traumatic experiences and impact of war on minors. It also highlights the importance of significant others in the processing of traumatic events. Although the findings are insightful in our understanding of this population, the methodological process was not clearly enunciated in the article. In addition, a demarcation between refugees and asylum seekers was not undertaken, which clearly prevented the examination of the influence of a legal immigration status on participants' experiences.

Servan-Schreiber, Le Lin, and Birmaher (1998) investigated the prevalence of PTSD and major depressive disorder (MDD) among Tibetan refugee children. Sixty one Tibetan refugee children aged eight to 17 years old were diagnostically interviewed on their experiences as well as their current emotional and mental health status. Interviews were conducted in children's native tongue in their new residence. The prevalence of PTSD (12%) was significantly similar across age groups. Nevertheless, older children (13 years and older) reported less symptoms of PTSD (8%) than younger participants (17%). Age differences were however prominent in the diagnosis of MDD: older children met criteria for MDD diagnosis while younger children did not. Although outdated, this study shows evidences of differences in the emanation of PTSD and MDD among adolescent and younger minors. However, the examination of differences in exposure among age

groups was not investigated as well as the underlying cultural, social, and developmental effects in the emanation of PTSD and MDD.

Similarly, Zotović and Stanulović (2000) investigated the four-year psychological impact of war on adolescent war refugees. The researchers recruited 76 early adolescent refugees from Bosnia and Herzegovina who were currently residing in Slovenia. Participants were divided into PTSD and no-PTSD diagnosed groups and were administered a series of tests measuring their traumatic experiences (the preliminary trauma questionnaire) and the current impact of these experiences (the Impact of Event Scale, the Birleson's scale of depression for children, and the scale of self-concept for children). T-tests and chi-square analyses were utilized to analyze the data. More than half of the participants reported symptoms of PTSD and 20% of them had symptoms of depression. The PTSD group differed significantly from the non-PTSD group on internal characteristics such as extroversion, self-satisfaction, positive self-concept, and locus of control. No significant differences were however found for susceptibility to stress and presence of social support, which suggests that symptoms of PTSD may not be the only factor in the emanation of stress-related symptoms as well as in the adolescent's perception of social support.

Howard and Hodes (2000) examined the psychological symptoms, social integration, social adversity, and service utilization of refugee youth receiving services. Twenty seven refugee youth, in majority boys, originating from the Middle East and Africa were recruited. Refugee participants' results on a variety of assessments were compared to British-born minors and non-refugee immigrant youth. Participants were administered the following assessments: a diagnostic interview of neurobiological and psychosocial

disorders, the Rutter Disadvantage scale which measures effects of social factors (parental occupation, marital discord, maternal mental health, housing adequacy, emotional care of children, and father legal problems) on minors, a developed six-point scale measure on violence exposure, and a three month examination of mental health services rendered. T-scores and analyses of variances showed a series of differences among the three groups. Refugees were more likely than British nationals and immigrants to be diagnosed with a psychosocial disorder, to have parents diagnosed with a psychosocial disorder, and to report the presence of conflicts and losses within their family system. In addition, although they were more likely to be referred for mental health services by individuals from their local community, the presence of social support, particularly the presence of amicable support, was less likely in refugees than in the other groups. The results are consistent with previous studies which reveal the cumulative social difficulties that refugees experience throughout their lives (Coughlan & Owens-Manley, 2006). The limitations of the study lie within their conceptualization of the mental health status of refugees as there was a clear demarcation between psychosocial and neurobiological disorders. Such delimitation limits a holistic overview of the difficulties facing refugee populations. In addition, future studies may investigate the reliability and validity of the selected measures as the definition and operationalization of social adversity and violence exposure was not clearly stated.

Contextual-related Effects. This section will examine contextual factors in relation to adolescent war refugees' traumatic experiences and overall functioning. Adolescent war refugees' social environment is clearly jeopardized by their war-related experiences. Contextual factors pre, peri, and post-war may also impact adolescent war refugees'

experiences and mental health responses. Tousignant, Habimana, Biron, Male, Sidoli-LeBlanc, and Bendris (1999) examined the psychological and contextual factors of salience to the adolescent war refugees' life functioning. Tousignant et al. examined the prevalence of mental health disorders in adolescent refugees, the prevalence of psychopathology disorders as influenced by the age of emigration, and the predominance of such symptoms based on adolescent war refugees' living conditions and family variables. Two hundred and three high school students from Montreal and vicinity participated in this study. All but two adolescent war refugees lived in single families. The participants originated from Asian countries, in majority, South Asian countries. Two to four hour interviews were conducted at a desired location (home, school, etc.), in French with the adolescents and in their native language with the parents/primary caregivers. The children version of the diagnostic interview assessing a variety of psychopathologies was administered to participants. The global assessment functioning (GAF) was also evaluated. Family variables were assessed based on parents' responses on family relocation, occupational activities, and French language fluency. T-tests and Chi-square analyses were employed to analyze the findings. Results show that prevalence of unipolar depression was twice more likely than the average in adolescent war refugees, regardless of geographical location and age of trauma exposure. No significant correlation was however discovered between familial factors (parents' economic, educational, and occupational status) and prevalence of psychological disorder. This study reveals the psychological impact of war on adolescent refugees as well as sheds light on the effects of family variables on psychopathology of adolescent war refugees. Nevertheless, further clarification on the operationalization of certain constructs (e.g. age

range of adolescents and demarcation of age at trauma exposure) could have improved the salience of the empirical findings. This study could have also examined the implication of other contextual variables such as the generational effect of psychopathology on the prevalence of disorders on adolescent war refugees.

The following study focused on the limitation of the previous study. Although outdated, Sack, Clarke, and Seeley (1995)'s research on the symptoms of post-traumatic stress disorder (PTSD) on Cambodian refugees residing in the U.S. is relevant to explore. Sack et al. examined whether PTSD and major depressive disorder (MDD) were common among Cambodian adolescent refugees, whether the generational risk in PTSD and MDD was associated with onset of the disorders due to war-related circumstances, and whether an early onset of PTSD and MDD is first detectable in parents, adolescents, or both. Two hundred Khmer adolescent refugees living in Portland and Salt Lake City were recruited for participation. Parents of the 13-25 years old adolescent refugees were also approached. Two to three hour structured interviews were conducted in English and in Khmer based on the participant's preference. Adolescent refugees were interviewed to determine the traumatic consequences of war on their life functioning: the PTSD section of the Diagnostic Interview for Children and Adolescents and the affective disorders and schizophrenia for school-aged children Epidemiologic version was utilized for this construct. The 42-item War Trauma Scale and the Hollingdale scale assessing socio-economic status and post-immigration living conditions were also administered. Test-retest reliability was determined for each instrument. In addition, construct validity was examined for the two PTSD measures. Results show a significant correlation between parent and youth diagnosis of PTSD, which attests to a strong generational prevalence of

PTSD among Cambodian adolescent war refugees. A significant relationship between parental and child's diagnosis of PTSD was also found: parental diagnosis of PTSD increased by 23% the likelihood of an adolescent to be diagnosed with PTSD. In addition, only 13% of adolescent war refugees whose parents were not diagnosed with PTSD met the diagnostic criteria of PTSD. This finding is clearly an evidence of the salience of parental health and perhaps the strong influence of parents' trauma on adolescent war refugees. A significant generational relationship was however not found for major depressive disorder (MDD). This insignificant generational risk of MDD may be due to cultural-related variables as symptoms of depression have been found to be cultural-specific. Intergenerational risk (grand-parent history of PTSD or MDD) was not significant, which affirms the salient effect of first generation/parental influence on children's mental health status. Further examination of the exposure to war of adolescent war refugees could have given a better overview of the impact of PTSD and MDD: the study does not delimitate the results based on the nature of exposure to adolescent (immediate, hear say, etc.). The publication date of this study also reveals the need for more thorough and current empirical replications that take into account the aforementioned variables.

Adolescent war refugees' wellbeing may also vary based on the type of war exposure. Petrović (2000) examined the relationship between traumatization and nature of exposure to war and its impact on adolescent war refugees' self-perception. Petrović recruited 543 12-15 year old adolescent refugees from Yugoslavia. Participants were divided into three groups (war traumatized children, non-traumatized children, and non-war traumatized children) and administered the following measures: the Preliminary Trauma

Questionnaire, the Impact of Event Scale, the Cybernetic battery of cognitive tests for children, the Self-concept Scale, and the Locus of Control Scale. Participants were also asked to individually complete the Children's War Trauma Questionnaire, the Children's PTS (post-traumatic stress) Reaction Index, and the Scale of satisfaction with treatment. Results show a direct relationship between nature of exposure and degree of traumatization. The most salient type of exposure, violence and loss, had a greater traumatic impact than any other types of exposure. Exposure to violence and physical loss caused by the war led to the emergence of emotional disorders and re-experiencing symptoms while forced seclusion and deprivation of basic human needs was linked to cognitive-related difficulties. Furthermore, traumatization was found to be a mediator in the significant relationship between type of exposure and changes in self-perception and personality. Greater traumatization also led to poorer self-perception and self-satisfaction as well as greater loss of control and changes in personality. Petrović also touched upon the resilient characteristics of adolescent refugees as some participants who reported a number of traumatic experiences scored similarly in self-perception as children with no traumatic experiences. The latter result may indeed be attributed to resiliency as well as to adolescent war refugees' reluctance to disclose any negative self-perceptions.

Osmanović and Svizdić (2000) investigated the differences in nature of exposure to traumatic events in early adolescent refugees from Sarajevo. Participants were on average 12 years old and had direct and indirect exposure to traumatic events (adolescents who experienced the war with their parents in Sarajevo and adolescents who flew peri-war and lived with a family member). The War Trauma Questionnaire and a questionnaire determining psychosomatic reactions (stress-related physiological responses to trauma)

were administered to adolescents. T-test analyses were then conducted to analyze the data. Results show that adolescents who spent the wartime in Sarajevo had a significantly higher score of war traumatic events and psychosomatic reactions than adolescent who flew during the conflict. This study corroborates suggestions that the type of war exposure impacts adolescent war refugees' psychological responses to trauma. Nevertheless, Osmanović and Svizdić focused on the psychosomatic responses to war and therefore failed to address adolescent war refugees' overall functioning.

Adolescent war refugees' trauma may indeed affect their overall functioning, in particular their social, behavioral, and emotional interactions. Rousseau, Drapeau, and Rahimi (2003) investigated the longitudinal consequences of war on adolescent refugees. Fifty seven Cambodian adolescent refugees and their parents were recruited for the study and were followed during a four year/three stages period in order to identify the long-term effect of political violence. Adolescent participants were on average 14 years old at baseline and 18 years old at the end of the study. Participants had lived in Canada for about 10 years and were from a low socio-economic background. Interviews and test administration were conducted in French for adolescents and in Cambodian for parents. The study attempted to determine the behavioral, emotional, and social consequences of political unrest. Behavioral (externalizing) and emotional (internalizing) symptoms were derived from the 59-item Youth Self-Report (YSR) while social adjustment emerged from the 15-item social adjustment section of YSR and from the Adolescent Friendship Inventory administered in stage 2 and 3 of the study. A common risk behavior survey was also provided to determine the primary negative behavioral risk factors in adolescent war refugees. Finally, adolescents' self-esteem was measured through the 10-item self-esteem

scale (SES), the 16-item collective self-esteem scale, and the Racism experience scale developed by Noh, Beiser, Hou, and Kaspar (1999). Results showed that demographic information such as family trauma emerging before the birth of the adolescent was negatively correlated with the adolescent's self-esteem and perceived racism. Although relevant to report, the following remaining results were not statistically significant.

Rousseau et al. identified patterns of low emotional and behavioral symptoms in early stage adolescent refugees. Patterns of peer satisfaction were similar at all stages of development. Although limited, some influence of political violence on the emotional, social, and behavioral wellbeing of adolescent war refugees was also discovered. This research also revealed that the age period played some role in the emanation of emotional and behavioral symptoms as these symptoms were low in early adolescent refugees but not in adolescents in the mid or late developmental stage. No differences in social adjustment were however discovered, which attests to the smoother adaptability of minors to new contextual settings. In addition, pre-natal family trauma was found to have a significant longitudinal impact on adolescents' self-esteem, which ascertains the need for consideration of family environment in any health-related interventions for adolescent war refugees. Future research may examine the impact of family social support while also defining and clearly delimitating some of environmental constructs (e.g. definition of common risk behaviors of adolescents and the demarcation between early, mid, and late adolescent developmental period). Furthermore, the low significance in the findings may suggest the presence of confounding variables not taken into consideration in the analysis.

Hodes, Jagdev, Chandra, and Cunnif (2008) examined differences in psychological distress between unaccompanied versus accompanied adolescent asylum seekers. Participants were 18 years and younger and currently residing in the United Kingdom. Accompanied asylum seekers or refugees were recruited in schools and had been residing in the United Kingdom for at least ten years. This was a particular specification to eliminate the confounding effect of the time period of residency. Interviews and assessments were conducted in participants' preferred language. Four measures were utilized: a demographic questionnaire, the Harvard Trauma Questionnaire (HTQ), the 15-item Impact of Event Scale (IES), and the 18-item Birleson Depression Self-Rating Scale (BDSR). T-test, chi-square, and Yate correlation analyses were used to analyze the data. Results show that unaccompanied adolescents scored higher on HTQ and IES than accompanied adolescents. In addition, age of participants was also positively correlated with scores on the IES. Findings of the study clearly indicate the lower impact of trauma if the adolescent is accompanied by a family member and how perception of the impact of war was more prevalent in older adolescent refugees. Future studies may however examine the differences in trauma, mental health status, and impact of events between adolescent asylum seekers and adolescent war refugees.

Ellis, MacDonald, Lincoln, and Cabral (2008) focused on the stress, trauma, and perceived discrimination of Somali adolescent refugees. Participants were 12-19 years old Somali adolescent refugees who had been residing in New England states for about 10 years. Due to limited stratification of refugee populations, adolescent refugees were recruited through various community and social interactions. Caregivers of adolescent refugees were also recruited for participants and interviewed for about two hours in their

native Somali dialect. Transcripts of these interviews were back translated into English. Adolescent refugees completed two mental health assessments (22-item five-point scale UCLA PTSD Index assessing PTSD in adolescent and the 18-item three-point scale Depression Self-Rating Scale), the 26 of 72 items of the War Trauma Screening Scale which were deemed culturally appropriate, the 37-item two-point scale Adolescent post-war adversities scales which evaluated their post-emigration status, the Acculturative Hassles Inventory-Family Hassles subscale, and the nine-item seven-point scale Every Day Discrimination. The administered measures were first reviewed by the Somali Board of Committee for Adolescent in New England and selection of measures was done in collaboration with the Board. Descriptive, correlation, and multivariate analyses were utilized for the analytic process. A significant correlation was found between the diagnosis of PTSD and housing adequacy, which suggests, as mentioned in previous studies, of the critical influence of the contextual environment in the psychological wellbeing of adolescent war refugees. Trauma exposure was also significantly associated with PTSD and more salient than any other variables (post resettlement, acculturation, or discrimination), even when controlling for these factors. Acculturative (cultural adjustment) stress and post-resettlement stressors (administrative and family-related hassles) were significantly associated with depressive symptoms: this association was however more prevalent between PTSD and trauma exposure. Furthermore, perceived discrimination significantly correlated with depression while the number of years in new country of origin negatively correlated with depression. The results of the study highlight the critical influence of the nature of exposure to the psychological health of refugees as well as the salience of resettlement and post-immigration issues to the onset of PTSD and

depression. Although particularly relevant, future studies may examine the mental health of adolescent refugees regardless of language proficiency and perhaps allow adolescents to actively participate in the selection of appropriate measures rather than giving such incentive to elder representatives.

Kutlača, Layne, Wood, Saltzman, Stuvland, and Pynoos (2000) examined the impact of pre and post war trauma to the psychological adjustment of secondary school level refugees from Yugoslavia. Through a structural equation model, the investigators discovered a significant relationship between war-related factors and post-war distress, when mediated by post-war trauma reminders, post-war traumatic experiences, existential (refugee status-related) adversities, and domestic (family-related) adversities. The findings confirm the influence of the post-war environment in the relationship between trauma experiences and psychological distress. The study also discovered the direct relationship between two war-related factors, war-related deaths and witnessing violence, and psychological distress. Although further clarification is needed on the employed methodology and assessment, the results further affirm the critical influence of the nature of exposure (frequency and type of exposure) as well as the impact of post-war environment to psychological distress.

Other studies have also examined the interpersonal and scholastic consequences of trauma on adolescent war refugees. Rousseau and Drapeau (2000) determined the relationship between scholastic achievement and mental health status among adolescent war refugees and the relationship between scholastic achievement and pre and post migration. One hundred and fifty two adolescent war refugees from Central America and Cambodia participated in this study. Interviews and assessment were conducted in the

adolescent's preferred language. Scholastic achievement was conceptualized as participants' results on the report card while pre and post migration status was represented through the socio-demographic variables, the adolescent's pre- and post-migration experience (multiple relocation in camps, general adjustment to new environment) as well as family environment (90-item family environment scale (FES), 20-item self-rating depression scale (SRDS), and the Behavioral Acculturation Scale (BAS)). Mental health status was obtained from the Youth Self-Report (YSR) and parental Child Behavior Checklist (CBCL) which were administered in French, Khmer, and Spanish. Descriptive and correlation analyses (Spearman rank correlation rather than the Pearson product-moment correlation due to low association in certain categories) were utilized. Primary results showed that there was no relationship between pre-migration experiences and scholastic achievement. However, there seemed to be a significant negative relationship between trauma occurring within the family system after the birth of the adolescent and the scholastic achievement of adolescents. Findings of the study are consistent with previous empirical findings on scholastic achievement as the conceptualization of scholastic achievement is difficult and the operationalization and standardization of trauma is also challenging.

On the contrary, Behrić (2000) found a significant relationship between traumatic experiences and school achievement in high school adolescent war refugees. One hundred and sixteen 16-18 years old adolescent war refugees from Sarajevo were administered the Arpad Barath questionnaire which examined PTSD symptoms. Severe symptoms of PTSD were found in 18% (n=21) of participants while 37% (n=25) and 43% (n=49) had subsequently light and minimal to no symptoms of PTSD. Participants

who had severe symptoms of PTSD were more likely to have difficulties in concentration and to have a low achievement score in comparison to adolescents with light, minimal, or no symptoms of PTSD. Results also show that participants were primarily motivated and interested in sport-related courses, which may be attributed to their physical endurance and minimal prevalence of theory-based activities during the war. The results of this study do indicate a relationship between trauma and scholastic achievement.

Nevertheless, the direct link between war-related trauma and scholastic achievement is not clearly ascertained as participants did report traumatic experiences that emanated pre and post war.

Montgomery and Foldspang (2007) explored the correlation between mental problems and social adaption in young refugees residing in Denmark. Structured interviews with 131 Middle-Eastern refugee youths, 76 girls and 55 boys between the ages of 11 to 23 years old, and their parents were conducted for the purpose of the study. Structural Equation Modelling (SEM) was utilized to determine the impact between experiencing and perceiving discrimination, mental health problems (internalizing and externalizing behavior problems), and weakening of social adaptation. Social adaptation was operationalized as the 0-3 number of age-relevant participation in social life in Denmark while the Youths Self Report (YSR) was utilized to determine refugees' mental health status. Results revealed that refugee youths reported experiencing on average two acts of discrimination. More than half of participating refugees indicated social adaption to Denmark, with a mean average of about 1.5 friends per refugee and attendance of a 3.6 schools in Denmark. In addition, only age significantly predicted internalizing behavioral problems. Furthermore, discrimination significantly correlated with internalizing

behavioral problems and negatively predicted social adaptation. The study henceforth introduced the salience of discrimination to the overall resiliency and adaptation of refugee youth in their host country. Future studies may investigate the perceived welcoming nature of host country and overall adaptation of refugee youth from different continental regions.

Another unique study explored the environmental factors of the host country and its impact on unaccompanied refugee youth. Luster, Saltarelli, Rana, Qin, Bates, Burdick, and Baird (2009) examined the seven year experiences of Sudanese unaccompanied minors in the American foster care system. The study consisted of semi-structured interviews of 18 refugee youth between the age of 18 to 26 years old, 16 men and 2 women, who were resettled 7 years ago in the Lansing area of Michigan, U.S. The results show difficulties with foster care families, particularly with parental authority and up to three foster care displacements because of relational conflicts. Participants however revealed current positive relationship with at least one of their foster care parents. They also disclosed that relationship with their foster care family impacted their acculturation to their new residing country. This study further corroborates the impact of the micro-system environment in refugees' adaptation to the host country. Future studies may focus on the experiences of unaccompanied refugee minors from specific cultural groups enrolled in the foster care system.

In sum, the literature review shows a strong prevalence of PTSD and MDD among refugee minors. Contextual factors pre and post-war such as pre-natal familial trauma, the current social support and presence of the family, a supportive school and local community, seem to impact the prevalence and severity of psychological difficulties. The

literature review also reveals the paucity of current studies that specifically examine the experiences and emotional consequences of trauma in adolescent war refugees.

Diversity-related Factors

As examined in the previous section, contextual factors such as the nature of exposure to war and the post-immigration support environment seem to impact the psychological effects of trauma on adolescent war refugees. This section will examine studies that explore the role and the impact of the diversity in adolescent war refugees.

Culture-related factors. Gibson (2002) examined the impact of cumulative trauma on Bosnian adolescent refugees' identity development. Through a snow ball sampling method, the author recruited five 14-18 years old Bosnian adolescent refugees from low SES background to participate in the study. Participants were interviewed for a period of 1-2 hours at their preferred location (school or home). Responses on demographic questions and a checklist on altruistic characteristics, self-confidence, and persistence were collected. The interviews were qualitatively analyzed and the primary themes that emerged from the data were reported. Adolescent refugees' narration first emphasized the conscious and unconscious repression of their experiences as a way to cope from the trauma. Several participants also acknowledged having their dreams of innocence and peace crushed upon arrival to the U.S. as it is common for immigrants to have a fairy tale view of their new environment. Participants still highlighted a strong desire to acculturate to the US culture in hope of belonging more to their new environment: elimination of cultural differences (accent, repression of trauma, and emulating stereotype of an American adolescent) was another salient theme. Nevertheless, several participants reported their humility over their current status and a strong sense of Bosnian identity.

Participants felt pressure to maintain a positive image of the Bosnian culture as well as to “give back” to their community. Still, some frustration over the pressure to parent their parents who had limited English language skills was perceptible in their narrations. A bi-cultural identity conflict was common: identification or refusal to identify to American or Bosnian culture. Interestingly, adolescent war refugees reported a strong sense of respect and appreciation of diversity, probably emanating from the genocide experiences. An altruistic temperament was therefore observed as well as perseverance in their repression of the trauma, and feelings of loss. Bosnian Adolescent refugees, however, still maintained an easy going attitude of life, which was attributed to their perception that life could not get worse than what it had been. Although these findings are critical in depth and information delivery on adolescent refugees, demarcation of aforementioned categories was not clear and future research may need to clearly delimitate each culture-related theme.

Mosselson (2006) explored the identity development process of Bosnian adolescent female refugees. Fifteen 16-25 year old female refugees and their parents were interviewed on their experiences pre- and post-arrival to the U.S. Participants John2 a genogram which served as the primary tool of information delivery in the exploration of war experiences and cultural identity formation. Participants first reported the life changing consequences of war which ultimately led to their exile in the U.S. and the formation of their cultural hybrid identity. The decision to relocate was sudden and unintentional. In addition, the cultural hybridity made it challenging for them to return to Bosnia as most participants reported desiring to stay in the U.S. Although adolescent refugees insisted on having “other friends” than Bosnians, they still reported some

positive perception of their home community (p. 97). Adolescent refugees reported incorporated their cultural background within their current social realm: the topic of most school projects and other assignments were on Bosnia as the way to “increase awareness, my own and other people’s” on Bosnia (p. 101). Birthdays were also celebrated in accordance to Bosnian traditions. The study indicated that the first year in the U.S. was critical to adolescent refugees’ cultural identity: the support and acceptance of their experiences (war, precocious maturity, and acculturation) led to positive or negative attitudes toward their country of residence. One adolescent stated that her “helping group [...] had their own image of what I was supposed to be [...] I was too strong for them, [...] too weird for them [...] they could not handle me” (p. 119). The cultural development of adolescent war refugees seemed similar to non-refugee immigrants who go through the transitional phases of acculturation (resistance, dissonance, and immersion): participants would either reject or integrate some or all aspects of the U.S. culture. The need for integration was further exacerbated by a strong desire to belong, which is particularly salient in adolescence. Within the Bosnian community, “we only talked about the past and if they put me in the past they do not see who I am in the present [...] all of my development [...] that’s eliminated because they can’t see beyond that point. (Now,) home is mostly where friends are” (p. 129-130). Although methodological portions of the study were not reported, the study highlights pertinent identity issues in relation to the experiences and developmental growth of Bosnian adolescent war refugees.

Gender-related factors. This section highlights the handful number of studies that have examined the impact of gender in refugees’ experiences. Simon (1986) explored the

generational differences in life expectations between Vietnamese, Soviet, and American mothers and their daughters. The author expected the immigration status and refugee experiences to impact the expectations over adolescent daughters' future. Two hundred and fifty Vietnamese, Soviet, and American mothers and daughter residing in Chicago vicinity were recruited for the study. A forty five minute interview was conducted in participants' native tongue. Descriptive and chi-square analyses were utilized to examine occupational aspiration, partner selection, childbearing, and post-marriage occupational status. In terms of educational and occupation goals, Soviet and American mothers expected their daughters to complete four years of college and to attain a prestigious occupation. This was attributed to Soviet and American mother's own level of education. Soviet daughters held similar expectations over their career aspiration while Vietnamese and American daughters were quite uncertain about their future. Furthermore, selection of a spouse was primarily based upon cultural identity for Vietnamese mothers and upon religious identity for Soviet mothers. On the contrary, Vietnamese and Soviet daughters did not believe in the importance of cultural identity in their selection of a partner. American mothers and daughters had no expectations and were quite unclear on their selection criteria. With regards to childbearing, Soviet mothers wanted their daughter to have more children than they did, Vietnamese mothers expected less children while American mothers had a similar expectation as their daughters. Soviet and Vietnamese daughters, on the other hand, hoped for fewer children, which is in opposition with Soviet mothers and in agreement with Vietnamese mothers. Moreover, Soviet mothers wished for their daughters to stay at home after marriage: Vietnamese and American mothers' responses, on the other hand, depended on their own occupational/housewife status.

Interestingly, most Vietnamese, Soviet, and American daughters wanted to stay at home after marriage. This study was conducted years ago and its contemporary application may be limited. However, the results of the study clearly show potential generational differences in life expectations among three cultural groups. These differences may have emanated from the immigration status of participants as the refugee status brings a certain urgency regarding preparing and exploring one's life choices. The uncertainty in American daughters in several topics of the study clearly attests to the impact of the refugee experiences. Refugee daughters may indeed symbolize hope and continuation of the family's identity and pride. Future studies may perhaps examine differences among the male father-son refugee relationships as well as empirically investigate the association between refugee experiences and generational differences.

Gender differences in the onset and prevalence of psychological-related symptoms have also been found in empirical studies. Gender differences were found in Hodes et al. (2008) which examined the differences between accompanied and unaccompanied adolescent refugees. Results of the study indicated that there is a significant risk of diagnosis of a depressive disorder in unaccompanied female participants but not in accompanied female participants. In addition, female participants scored higher on the impact of event scale than male participants, which suggests a stronger impact of war on female than male adolescent war refugees.

Rousseau et al. (2003) discovered gender differences in the longitudinal impact of political unrest on Cambodian adolescent refugees. Results showed that emotional symptoms had more of an impact in female adolescence refugees in the mid-adolescence period while male adolescent refugees were more affected in late adolescence. The same

pattern of the emanation of emotional and behavioral symptoms was however sustained for female adolescent refugees at the early, mid, and late adolescence. The trauma experienced by family members before the birth of the participant was also found to be of salience to the psychological adjustment of female adolescent refugees in mid and late adolescence. On the other hand, pre-natal family trauma was negatively associated with male adolescent refugees' self-esteem and perceived racism.

Furthermore, Osmanović and Svizdić (2000) found a significant difference between male and female adolescents from Sarajevo in their psychosomatic responses to war-related trauma: female adolescents reported more psychosomatic reactions than male adolescents. Tousignant et al. (1999) also discovered that female adolescent participants had a higher prevalence of psychological disorders than male participants. Prevalence of phobia was also higher in female adolescent refugees (28%) than the average (19%) of the sample. Sack, Clarke, and Seeley (1995) in their investigation of the generational effect of PTSD and MDD among Cambodian refugees discovered that maternal diagnosis of PTSD increased by 35% the likelihood for a female adolescent refugee to be diagnosed of PTSD versus only 20% in male adolescent refugees.

In sum, few contemporary studies have examined the impact of diversity in adolescent war refugees' experiences. Nevertheless, the literature review shows that diversity-related factors need to be taken into consideration when exploring the consequences of war and the experiences of adolescent war refugees: generational factors and gender differences in aspiration, experiences, and impact of war were revealed in the aforementioned studies. Gender differences, in particular, seem to suggest a higher

impact of war on female than male adolescent refugees. Nevertheless, the underlying reasons and implications of such findings are limited in the literature.

Therapeutic Interventions

Another section of the literature has focused on the description and evaluation of interventions currently available for refugee youth and their families. Most interventions have been multi-disciplinary in nature. These studies are highlighted below:

Mental Health Interventions. Due to the trauma-related difficulties that adolescent war refugees may experience, a referral to a mental health clinic or the provision of mental health-related services is common. Provision of such services can only occur in collaboration with the environmental/systemic support of the adolescent.

Hodes (2002) described the effectiveness of a school-based mental health intervention program for school-aged children. Hodes strongly emphasized the participation of the family/community in the provision of services as well as the necessity for school environment to participate in any treatment intervention. Hodes reported the implementation and evaluation of a four year therapeutic intervention that involved the school environment and refugees' families. The intervention began with an involvement of the school environment: teachers were asked to complete the strengths and difficulties questionnaire (SDQ), which examines the educational needs and the mental health difficulties of children. Thirty children, aged 9-11 years old, from many national and continental origins were selected and later on received mental health related services. Participants were in majority boys who lived with both parents or with one parent and have resided in the United Kingdom for about three years, which is consistent to the demographical information on adolescent war refugees. The intervention primarily

consisted of the provision of individual therapy sessions for the children as well as family and group therapy sessions offered to the entire family. In addition, teachers' ratings on the SDQ determined the overall progress of the children. After the four year process, some improvements were observed: fourteen of the children completed the program and were deemed to have recovered from their trauma-related symptoms. Four of the children however necessitated additional treatment and received referral to a local child mental health specialist. Although not significant, the mean score of the SDQ decreased from 15.6 to 12.5. The decrease may also be attributed to an increase in teacher's satisfaction as teachers expressed positive feedback regarding the mental health intervention program. The delimitation of the successful completion of the program is therefore unclear. Further studies may replicate the aforementioned interventions while ensuring a thorough examination and evaluation of the interventions.

Research has corroborated the impact of family in the rehabilitating process of adolescent war refugees (Daud, Klinteberg, & Rydelius, 2008; Howard & Hodes, 2000; Porte & Torney-Purta, 1987). Several interventions are elaborated to assist the supportive system of adolescent war refugees. FACES, the family, adult, and child enhancement services, is a community-based comprehensive service model for adolescent war refugees and their communities. Birman et al. (2008) examined and evaluated the effectiveness of a program that followed the FACES model. FACES model emphasizes the holistic nature of treatment: community-based mental health services should therefore provide therapeutic support such as clinical therapy, case management, and psycho-education through culturally-appropriate means. Consultation in schools is also provided for adolescent war refugees with limited adaptation in school environment. In addition,

outreach work is available to local refugee communities and is deemed critical as such communities are not aware of the services at their disposition. At FACES center, a multidisciplinary approach is upheld and involves the engagement of all staff members in each individual refugee case. FACES centers provide individual and group therapy, family therapy, individual/group/ family involvement in art, dance and occupational therapy, and case management activities. Furthermore, services are provided at participants' convenience (onsite, at school, at home, at a social service agency, in a public place, in a law enforcement setting, in a hospital, in a state-operated facility, in a long-term care facility, or other-related locations). Ninety seven children and adolescents were selected to determine the three year effects of the FACES program. In addition to demographic questionnaire, the Child and Adolescent Functioning Assessment Scale (CAFAS) measuring overall functioning , the 16-items of Trauma Events Checklist of the Harvard Trauma Questionnaire (HTQ), and the nature of services rendered based on location, type, duration, and staff provider were collected to determine the effects of FACES. Chi-square and regression analyses as well as analysis of variance were utilized to examine the data. Three main results arose from the findings: FACES rendered on average 92 hours of services to patients, most of which provided by clinicians, with minors receiving on average 15 hours of services in four different settings. Case management was the service the most offered to participants and was primarily provided by mental health workers from the same ethnic group as participants. Family therapy, counseling, and consultation were the most common clinical services provided. Results also showed that the age at the intake was negatively correlated with the length of services. In addition, the level of trauma was associated with the number of services

provided and the number of staff involved in the case, which suggests an effective detection of at risk patients. Nevertheless, no significant results were found for the relationship between child's improvement and the services rendered. Although the services seem to be provided to refugees in need, a correlational effect between services and life functioning was not significant, which could be attributed to the limited effectiveness of the services or the operationalization of the study: indeed, patient-provider language match was not always feasible and could have easily affected treatment effectiveness.

Harris (2003) further explored the utilization and the impact of community services on refugee youth. Harris investigated whether clinicians referred refugee youth to outreach services as well as the impact of these FACES outreach services on refugee youth's commitment to mental health treatment. Participants were 103 children between the ages of 2 to 19 years old who originated from 32 different countries, identified with 35 different ethnic groups, and spoke 27 different languages. Participants were diagnosed with various mental health disorders, including PTSD, depressive, bipolar, and adjustment disorders. Participants' trauma history was evaluated by their primary clinicians based on the evaluative criteria of the Harvard Trauma Questionnaire (Fawzi et al., 1997). A three-year longitudinal approach was utilized to determine long-term engagement with outreach services and its impact on refugee youth's functioning. Off-site outreach services were defined as resources provided to refugee youth outside of the clinical centre premises. In addition, refugee youth's functioning was assessed with the Child and Adolescent Functioning Assessment Scale (CAFAS; Hodges & Kim, 2000). Preliminary results first revealed a high engagement in outreach services for participants

with a higher trauma history, which denoted clinicians' perception of a higher degree of needs for high trauma level refugee youth. Preliminary results also revealed a higher attrition rate of outreach services for refugee youth with pending and/or illegal immigration status as well as for youth with parents with traumatic histories. The attrition rate demonstrates the presence of additional circumstantial stress impacting refugee youth's commitment to outreach services. Furthermore, primary results determined that participants who were involved in the pre-enrollment outreach services were less likely to terminate clinical services, confirming the hypothesis. However, outreach services did not significantly impact refugee youth's improvement in their functioning. Still, clinical services alone positively impacted refugee youth's functioning. This study corroborates the positive effect of clinical services for high trauma history refugee youth. It also reveals clinicians' perception of the need for additional resources such as outreach services in refugee youth's mental health treatment. Nevertheless, the study also demonstrates the impact of multiple circumstantial stressors in the refugee youth's life which may influence their commitment to pre-established mental health treatment. The study therefore provided further knowledge of the impact and perception of outreach services for refugee youth. The study however does not elaborate on the type and frequency of outreach services at the disposition of refugee youth nor provides refugee youth's perspectives and evaluations on the effectiveness of these outreach services. Future research, including the present study, may reveal refugee youth's perspectives on outreach services as well as any other resettlement services they are engaged in the host country.

As revealed in the previous study, clinical services significantly impact high-level-war-exposed refugee youth. Cognitive behavioral approach to therapy has been utilized as the primary psychotherapeutic assistance to refugees. Šehović (2000) investigated the effects of cognitive behavioral therapy (CBT) interventions on children and adolescents of displaced persons from Yugoslavia. Cognitive-behavioral therapy was offered to participants during a two year period. In the initial phase, participants were administered a series of assessment to determine their psychological baseline (PTSD Reaction Index, Self-evaluation scale, Impact of Event Scale, PTSD questionnaire for children, URT, Questionnaire for mothers and teachers). Assessments were followed by client-focused interviews. The twelve-week treatment therapeutic phase consisted of learning and applying a series of cognitive-behavioral techniques: problem-solving, self-monitoring, model teaching, self-instruction, and systematic reinforcement of pleasant stimulus. In the third phase of the treatment, participants were followed during a two year period to determine the usage and effectiveness of the learned cognitive-behavioral techniques: the aforementioned assessments were re-administered and self-reported evaluations and feedback from the therapist, parents, and teachers were also obtained at the final stage of the study. Participants' responses to the aforementioned assessments were later on compared to a control group consisting of domestic individuals of similar age. Results show that the therapists, the mother of the child, and teachers reported fewer emanation of trauma reactions. Nevertheless, the results do not indicate self-reported declines of trauma reactions or children's perceptions of the effectiveness of the implemented interventions.

Cognitive-behavioral therapy (CBT)-focused interventions were also conducted in school settings and involved refugee youth, their parents, caregivers, and close members of the child's community (Layne, Pynoos, Saltzman, Arslangic, et al., 2001): Layne et al. (2001) investigated the effects of school-based brief CBT intervention on war-exposed minors. Control groups of non-war refugee youth and refugees who received narrative-focused therapeutic interventions were also included in the investigation. CBT interventions consisted of psycho-education for refugees and families, stress management, affective regulation training, education on cognitive coping skills (thoughts-behaviors-feelings are interrelated), narrative discussion of trauma, in vivo desensitization of phobia-related symptoms from trauma, parent-child sessions, safety skills sessions, discussion on exploration of the future (deemed particularly helpful in youngsters). Therapeutic improvement was observed more in minors who followed CBT-based interventions than in participants belonging to the control groups. The results are consistent with studies who have examined the therapeutic effectiveness of the main therapeutic theoretical interventions (e.g. humanistic, existentialist, CBT, psychoanalytic, multicultural, etc.). Cross-cultural examination of the benefits of the primary theoretical orientation could provide a better picture on the effect of CBT interventions on adolescent war refugees.

In addition to CBT techniques, a series of psychosocial interventions have also been employed to alleviate the psychological distress of refugees. These psychosocial interventions have been administered by a refugee center or by other community-related agencies. Ispanović-Radojković, Petrović, Davis, Tenjović, and Minčić (2000) investigated the effects of a psychosocial-focused intervention administered by a

community-related agency. Fifteen to eighteen year old traumatized adolescent war refugees from Yugoslavia were enrolled in an agency called “Club for Young People” where they attended a series of recreational activities. Participants were compared with a group of adolescent refugees who did not enroll in this community agency. After six months, participants were administered the Youth Self Report assessing a series of psychological problems (withdrawal, somatic problems, delinquent behavior, aggressive behavior, cognitive problems, and anxiety-depression), the Self-respect for adolescent, Questionnaire on war trauma, and the Impact of Event Scale. Results showed a significant increase in self-respect for all adolescents who participated in the recreational activities. Psychological problems were also significantly less prevalent after participation. In addition, 78% of participants reported some improvement in their self-concept while 60% indicated more facility in interacting in social situations.

The effects of psychosocial interventions were also examined in another study on the psychosocial impact of group-focused recreational activities on war-traumatized minors. Kapor-Stanulović and Zotović (2000) investigated the effects of a series of group interventions from the “Children in Need” project, a non-governmental agency that provides assistance to war-traumatized children from Bosnia and Herzegovina. About 250 children from age 10 to 16 year old participated in the study. Participants were administered the Impact of Event Scale, the Pupils’ evaluation list (self-report from significant others in the life of the minors), and the Non-verbal scale of suffering pre and post intervention. Each group session was recreational in nature: researchers indicated the use of drawings, play, written texts, and psychological debriefing. Participants attended to 1.5-2 hour eight group sessions which were facilitated by a trained psychologist.

Results showed a significant improvement in score on the impact of event scale which suggested a decrease in PTSD symptoms after participation. This significant improvement was however not drastic as the average scores of participants still remained quite high. A significant decrease was however observed in the avoidance, intrusion, insecurity, and emotional coldness subscales of the Pupils' evaluation list. Nevertheless, overall, the Pupils' evaluation list was not significant. Researchers attributed this insignificance to the short time period between administration and evaluation. Content validity could also explain the insignificance of the Pupils' evaluation list and the need for future studies to only focus on the significant subscales. A longitudinal study will also clearly determine the impact of this intervention to refugee youth. Still, the aforementioned two studies shed light onto the effectiveness of psychosocial interventions on adolescent refugees. Few studies have indeed examined the impact of such activities on adolescents and replications of these studies with the examination of services available through refugee centers would provide further understanding of the needs of this population.

In sum, although the aforementioned research indicates some positive influence of multidisciplinary, psychosocial, and cognitive-related interventions, these studies do not clearly determine effective treatment interventions nor do they focus primarily on adolescent war refugees residing in the U.S. or Canada. No studies have reviewed or evaluated the interventions and assistance provided by refugee centers in the U.S. or Canada. The literature review therefore corroborates the need to document and examine interventions presently available for U.S. and Canadian adolescent war refugees.

Summary

The empirical literature on adolescent war refugees has primarily focused on the mental health-related factors affecting this population. Emphasis on empirical findings of the psychopathological effects of trauma limits the cross-cultural sensitivity to and the thorough examination of the experiences of adolescent war refugees. Exploration of contextual and gender-related factors influencing refugees' experiences and the emanation of trauma-related symptoms has indeed been limited. The existing studies that have examined such relations emphasize the salience of the nature of exposure as well as the presence of a social support post-migration. Furthermore, although research is present in the exploration of the trauma and the interventions/services offered to this community, most of these investigations are either outdated or have been conducted outside of the U.S., which minimizes cross-cultural interpretations. In addition, although studies denote differences in war impact and experiences, most investigations have not demarcated adolescents from minors of other developmental stages. The literature review therefore corroborates the need to examine the experiences of adolescent war refugees residing in the U.S. The current study seeks to divert the emphasis on the pathological-related issues of adolescent war refugees and to explore their experiences, their life resources, and their post-migration adaptation. The study targeted adolescent refugees residing in the U.S. who escaped contemporary political conflicts in an effort to better understand the experiences of this group of young refugees and to allow for more culturally-sensitive and age-appropriate delivery of mental health services. In light of data collection issues described in the methodology chapter, the sample criteria were extended to include adolescent refugees residing in Canada.

Chapter III

Methodology

The current war-related conditions in many parts of the world have been directly and indirectly affected many children and adolescents. The traumatic consequences of war exert a disproportionate impact on these vulnerable populations. Accordingly, the principal purpose of the study therefore was to explore the experiences of adolescent war refugees. The second purpose of the study was to understand the life of adolescent war refugees impacted by war-related circumstances. Such inquiries should influence the development of best psychological practices in related to adolescent war refugees' mental health treatment.

This study was conducted in two phases. Phase I explored the number of refugee centers in the Northeast area of the U.S. and the Greater area of Vancouver of British Columbia, Canada and collects demographic information on refugees assisted by centers in these respective areas. Delimitation to the Northeast area of the U.S. and the Greater Vancouver vicinity of British Columbia, Canada was decided to allow the primary investigator to establish a strong connection with refugee centers in her immediate geographical parameter. A questionnaire was developed and submitted to directors of refugee centers (See Appendix A). Phase II of the study included a qualitative research method of refugees' life experiences: The qualitative portion consisted of face-to-face interviews with adolescent war refugees using a grounded theory methodology. An in-depth examination and collection of the experiences of adolescent war refugees was conducted.

Thus, the method section follows a bi-sectional sequence of data collection: Phase I

described demographic information on refugee centers in the Northeast area of the US and the Greater area of Vancouver in British Columbia in Canada while Phase II follows a grounded theory methodological approach in the conduction of face-to-face interviews with adolescent war refugees. Revisions were to the proposed methodology of Phase II (e.g. the reduction of the anticipated sample size). These modifications are explained in the section *revisions in methodology*.

Phase I

Phase I sought to derive a general profile of services rendered in refugee centers. The demographic information obtained from refugee centers were originally intended to facilitate the selection and recruitment of adolescent war refugees but revisions of this criteria were made to accommodate with the reality of data collection.

Participants. Seventeen directors of refugee centers located in the Northeast area of the U.S. and in the Greater area of Vancouver participated in Phase I of the study. The participating refugee centers were located in Connecticut, Washington, DC, Massachusetts, Maryland, New York, Pennsylvania, and Downtown and East Vancouver of British Columbia, Canada.

Survey Instrument. A primary undertaking of the study was to identify the number and profile of adolescent refugees receiving services from a refugee agency. Due to the paucity of empirical literature on refugee centers, an original survey questionnaire was developed (See Appendix A). A survey questionnaire was perceived as the most efficient research instrument to gather quantitative information on refugee centers (Gore-Felton, 2005). The survey questionnaire included demographic items on adolescent refugees receiving assistance in refugee centers: the number of perceived well-adapted adolescent

refugees served in the center, the adolescents' age, sex, country of origin, language, family status, and nature of war exposure (observer, perpetrator, or recipient of casualty).

Procedures. An investigation was conducted to identify all refugee centers located in the Northeast U.S. (Connecticut, Delaware, Washington District of Columbia, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont) and the Greater area of Vancouver (West Vancouver, North Vancouver, Vancouver, Port Moody, Burnaby, Coquitlam, Maple Ridge, Richmond, Steveston, New Westminster, Delta, Surrey, Langley, White Rock, and Aldergrove) in British Columbia, Canada. It was anticipated that prevalence of refugee agencies per regions would vary based upon the size of the city, the number of refugees relocated in the area, the presence of cultural connections for refugees in such an area as well as the community support and availability of other resources at the disposition of refugees.

The investigation occurred in four overlapping stages. First, a search for international, federal, state, and provincial governmental websites was conducted. This first phase led to the discovery of a list of agencies in certain targeted areas. For instance, the Commonwealth of Pennsylvania website reports an approximate number of 13 refugee centers located in Pennsylvania (Pennsylvania Resettlement Program, 2002). In light of this discovery, the investigator searched online and made phone calls to determine the current status of agencies identified in these websites. Thus, an initial list of 85 refugee agencies in the Northeast U.S. was generated.

Second, the investigator connected with agencies which she knew existed in the targeted areas of the study. For instance, her prior knowledge of the International Institute of New Jersey, the Refugee Assistance Program (RAP): Catholic Social Services of the

Diocese of Allentown (CSA) in Pennsylvania, and the Advocate for Survivors of torture in Maryland facilitated the discovery of other international institutes, Catholic-affiliated refugee services, and programs for refugee victims of torture located in the Northeast area of the U.S.

Third, the investigator inserted keywords (e.g. *refugee agency*, *refugee center*, *refugee program*, *refugee agency New Hampshire*) in an online search engine (i.e. Google.com) to include additional refugee agencies in the preliminary list.

Fourth, the investigator relied on communication with directors of refugee agencies who kindly conveyed the contact information of other agencies. A preliminary list of 94 refugee agencies in Northeast area of the U.S. emerged from the aforementioned investigations.

Further, with the decision to recruit participants located in the Greater area of Vancouver in Canada, the four-stage investigation process was again utilized to collect contact information of refugee agencies in the Greater area of Vancouver. Contact information from eight refugee agencies located in the Greater area of Vancouver was first obtained. Through communication with these eight agencies, nineteen other refugee programs in the Greater area of Vancouver were added to the list. Thus, a roster list of 113 refugee agencies located in the Northeast U.S. and in the Greater Area of Vancouver was generated. A final thorough revision led to the removal and addition of certain agencies due to closure, termination, relocation, and/or invalid contact information. Contact information of 124 refugee agencies remained on the list.

Directors of refugee agencies were solicited for participation through approximately 450 personal emails, 250 phone calls, 10 mailed letters of inquiry for participation, 50 in-

person visits, and 20 face-to-face meetings. Upon the establishment of the initial contact, directors of refugee agencies were asked whether they would agree to complete a survey questionnaire on their agency and whether they possessed useful contact information on other refugee centers. The latter question helped expand the preliminary list of refugee centers in the Northeast area of the U.S. and the Greater Area of Vancouver in British Columbia, Canada. Additionally, directors of refugee agencies were asked whether they would refer adolescent war refugees who they considered well-adjusted for potential participation in the study. Twenty out of the hundred and twenty four directors of refugee agencies located in Connecticut, Washington DC, Massachusetts, Maryland, New York, Pennsylvania, Downtown and East Vancouver of British Columbia agreed to participate in the first phase of the study while eight indicated interest in referring refugees for participation in the second phase of the study. Communication (i.e. face-to-face meetings, phone calls, and/or emails) with directors of refugee agencies who agreed to refer prospective participants was maintained until completion of Phase II of the study.

Phase II

The second phase of this study explored the experiences of adolescent war refugees through face-to-face interviews. This section presents profiles of participants, a description of the interview process, as well as a full detailing of the grounded theoretical method utilized to interpret the resulting interview data.

Table 1

Sample characteristics of participants

Alias	Age	Sex	English proficiency	Native country	Years/ months in host country	Family status
Salda	17	F	Proficient	Sierra Leone	1 year	With immediate family
John	18	M	Proficient	Sierra Leone	1 year	With immediate family
Sam	19	M	Fluent	Iraq	10 months	With immediate family
John2	14	M	Basic	Iraq	10 months	With immediate family
Shaira	13	F	Fluent	Sierra Leone	1 year	With immediate family
Mario	13	M	Basic	Mexico	1 year	With immediate family
Megan	16	F	Fluent	Republic Democratic of Congo	3 years	With immediate family
Tiara	17	F	Fluent	Sri Lanka	3 years	With immediate family
Keita	18	M	Fluent	Togo	2 years	With extended and immediate family
D.K.	19	M	Fluent	South Sudan – Ethiopia	5 years	With immediate family

*n/a: information not applicable, retrievable and/or not disclosed by participant

Participants. Ten war refugees in the adolescent age, from 13 to 19 years old,

participated in the study (See Table 1). Participants were recruited in collaboration with their refugee programs. Participants originated from Africa (60%; Sierra Leone, Democratic Republic of Congo, Togo, and South Sudan/Ethiopia), Asia (20%; Iraq and Sri Lanka) and Latin America (10%; Mexico). The mean age was 15 with the mode of 13, 18, and 19 years old. As substantiated by UNHCR statistics (UNHCR, 2007), participants were mostly male (60%) while the remainder (40%) were female. Nine (90%) refugees resided in a transit country, in a camp or in a private shelter, before resettlement in the U.S. or Canada. Half of the participants were resettled in Northeastern U.S. while the remaining half resided in the Greater area of Vancouver of British Columbia, Canada.

Revisions in methodology. An estimate of 30 participants was originally proposed for the study. Only an approximation of the number of participants could be generated because of the methodological approach employed in the study (Patton, 2002). Additional preliminary inclusion criteria were also generated: the optimal prospective participants included English-speaking female or male minors aged 13 to 19 years old from diverse cultural and geographical origins who have escaped contemporary war conflicts. It was imperative that these adolescents be enrolled in refugee centers located in the Northeastern area of the U.S. (Delaware, Maine, Maryland, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, and Washington, D.C.) and in the Greater area of Vancouver in British Columbia, Canada.

The United Nations defines a war as a conflict in which violent actions have led to the death of at least 1,000 individuals (UN, 2009). For delimitation purposes, participants were expected to originate from the following 15 countries where contemporary military

violence and political unrest are apparent: Burundi, China (Tibet), Colombia, Democratic Republic of Congo, Eritrea, Iraq, Ivory Coast, Myanmar, Pakistan, Russia (Chechnya), Sudan, Somalia, Sri Lanka, Thailand, and Zimbabwe. The aforementioned countries were selected based on stratified demographic data of refugees in the U.S. (ORR, 2009). It was also anticipated that a sample at least two adolescent war refugees per country and that participants with diverse degrees of war exposure (as observers, recipients of harm, or perpetrators) would be approached. Participants could also be in the care of close family members, relatives, or a court-ordered guardian. Years of residence in the U.S. are limited to up to 5 years as literature indicates significant acculturative effect after a 5 year emigration period (Keyes & Kane, 2004; Yong, 2004).

Initial plans were to contact up to three directors/refugee centers for Phase II of the study. The selection of participating centers would emerge from the findings from the survey questionnaire completed by directors of refugee agencies. Consideration for the study would be given based upon prior verbal and written agreement from the director and the demographical information (e.g. war exposure and the preliminary selective criteria of the sample) of adolescent refugees supplied by the refugee center.

As indicated in the proposal of the study, it was understood that these identified inclusion criteria could be expanded to fit the reality of refugees and refugee centers. Establishment of connections in refugee centers did not inherently generate expected recruitment of participants for Phase II. Six months after the beginning of data collection, a research team consultation occurred due to difficulties in the recruitment process. The primary difficulties encountered were the reticence of directors of refugee centers who reported either no interest or wariness of their clientele's involvement in the project. One

director of a refugee center also divulged desiring financial compensation for the center's involvement. Other directors indicated already participating in research projects at the current moment, not having the means or time to allocate to the project, and/or experiencing difficulty in recruiting participants from the pre-determined inclusion criteria.

In light of these issues, the inclusion criteria were revised to fit the reality of the data collection process. In addition, in the proposal of the study, the location of data collection was determined based on the necessity for the primary investigator to familiarize herself with refugee agencies in her area of residence. Due to the relocation of the primary investigator to the Greater area of Vancouver and difficulties in reaching the anticipated number of participants in the Northeastern area of the US, data collection was expanded to the Greater area of Vancouver, British Columbia, Canada.

Consequently, recruitment difficulties led to the discarding of initially proposed stratification of participants and instead the inclusion of any prospective participants in the adolescent period (13 to 19 years old) with at least basic English skills who originated from a country at war and who resided in Northeastern US or Greater area of Vancouver for about 5 years or less, regardless of country of origin, level of war exposure, and /or family connections. After an approximate 2-year recruitment process, data collection was completed with the aforementioned total of 10 study participants.

Participants' Recruitment. The eight directors of refugee centers who expressed interest in the second phase of the study received additional information about the study (Appendix B & C) and were solicited to select refugees meeting the following revised pre-determined criteria for participation: 13 to 19 years old with basic English skills who

originally came from a country at war and who had been in Eastern US or Greater area of Vancouver for about 5 years or less, regardless of country of origin, level of war exposure, and /or family connections.

Directors of refugee agencies were asked to select refugees who were content in their host country and who were eager to share their life stories. Directors of refugee agencies selected prospective participants due to their knowledge of refugees' family, mental, social, and medical status. Directors of refugee agencies were the primary source of social and health support upon refugees' arrival to their host country. Because the current study targeted adolescent refugees who had prior war-related experiences, it was primordial to ensure that data collection occurred in a setting that participating refugees trusted. Most refugee agencies maintain long-term communication with resettled refugees and are particularly aware of constructively adapting refugees who have attended the programs offered and/or referred by their refugee agency. In addition, refugee agencies' staff is composed of psychiatrists, psychologists, counselors, and/or social workers who have the educational and professional knowledge to collaborate in the selection of prospective participants.

Only four directors of refugee agencies responded with names of adolescent war refugees who indicated interest in participating in the study. A preliminary meeting was scheduled at the refugee center where the legal guardian(s) of the adolescent (whether the adolescent was less than 16 years old), the adolescent, the center director, and the primary investigator were in attendance. Logistic information such as the consent of the guardian(s), if necessary, the assent or informed consent of the adolescent, the date and time of the interview, and other documentation were finalized at this meeting (See

Appendices D, E, F, & G). After the formal consent from the guardian and/or the adolescent was obtained, general demographic and biological information (age, gender, country of origin, war exposure, language skills, duration of residency, and family status) were sought from participants (See Appendix H and I). A demographic data form served as an introductory and preliminary examination of participants' stories. Obtaining this information prior to the interview limited the emphasis on demographic-related variables during the interview and allowed an easier cross-subject examination of the qualitative data.

Profile of participating refugee agencies. Refugee agencies that agreed to participate in the second phase of the study are highlighted below:

The International Institute of New Jersey. The International Institute of New Jersey (IINJ) is a non-profit mental health and administrative institution located in Jersey City, NJ, U.S. IINJ has served new immigrants (refugees, asylum seekers, or undefined status individuals) since 1918. The primary objective of IINJ is to build self-sufficiency, facilitate the full resettlement of refugees, and empower their clientele to meet their full potential and to contribute to the U.S. society.

When visited in 2010, IINJ provided immigration counseling, refugee resettlement management, educational programs, language links, and cross-cultural counseling, all of which for free or at a low cost for refugees (IINJ, 2010). In the immigration counseling services, IINJ staff assists in new immigrants' family reunification and citizenry status application. Through the refugee resettlement program, IINJ staff provides free resettlement assistance to new refugees and asylum seekers, which include housing search, clothing donation, food stamps, social community gatherings, and other basic

needs assistance. The educational program offers free English language, financial literacy, computer and citizenship courses for approximately 900 new immigrants each year. IINJ also provides free access to the services of interpreters speaking about 80 languages. The IINJ Cross-cultural counseling program serves their clientele through the Survivors of Torture program, Haitian En Campe, Anti-Human Trafficking, and Immigrant Family Violence Institute.

IINJ presently does not offer a program specifically for refugee youth, although their attention to adolescents' needs occurs through the provision of assistance to the guardian(s)/parent(s) of adolescent war refugees (e.g. family reunification or adult training). IINJ reported offering services primarily to Cuban and Latin American asylum seekers and refugees, following by refugees from the Middle East (Iraq), West Africa (Chad, Ivory Coast, and Cameroon), and Asia (Myanmar, Tibet, Philippines, Russia, and Malaysia). Phone and email communication emerged between the primary investigator and an IINJ social worker. The IINJ social worker sought approval from the acting director, Catherine Tansey, to facilitate referral of adolescent war refugees to this project. Through regular email, phone, and face-to-face conversations with the social worker, three adolescent war refugees were successfully referred for participations to the study.

The International Institute of Boston. The International Institute of Boston (IIB; 2011) was the second agency that referred refugees to this project. The International Institute of Boston, located in Boston, MA in the U.S., is affiliated with the International Institute of New England, which is one of the largest agencies assisting refugees and asylum seekers in New England. IIB provides resettlement services (airport reception, housing search, and attending to basic needs upon arrival) as well as workforce development (ESL

courses and employment training program) and business services (financial management training). After a meeting with Alexandra Webers, program director of IIB, two refugees were successful referred for participation in the study.

The Immigrant Services Society (ISS) Welcome House and Refugee Assistance Program of BC. ISS Welcome House is a community agency serving refugees and new immigrants in British Columbia, Canada. ISS was founded in 1968 and registered in 1972 as a community agency assisting with the resettlement of new refugees in British Columbia (ISS, 2011). ISS is divided into several branches located throughout the British Columbia area, one of which includes the ISS Welcome House in Vancouver, British Columbia. ISS Welcome House is a multi-disciplinary agency welcoming and meeting new refugees at arrival. According to Jim Siemens, program manager of ISS Welcome House and Settlement Services, the agency has resettled 14,000 refugees in the past 11 years, 200 of which were adolescent refugees from war-afflicted countries. Of those 200 adolescent refugees, 2/3 were female adolescents and most originated from contemporary war conflicts such as Kosovo, Palestine, Somalia, Iran, Iraq, Sudan, Congo DRC, Thailand, Myanmar, Nepal, and Bangladesh. Jim Siemens revealed that most adolescent refugees were accompanied by one or more family members. He also indicated resettling approximately 10 unaccompanied refugee minors and trafficked minors who have received additional governmental support until the age of 23.

ISS Welcome House and Settlement Services' primary goal is to build and strengthen refugee's self-sufficiency post-arrival to Vancouver. ISS Welcome House welcomes refugees at their arrival to Canada and houses them for a period of two weeks at the Welcome House Residence. Upon arrival, refugees undergo medical evaluations and are

then referred to a social worker who assesses their life needs. ISS Welcome House offers a series of resources (interpretation services, immigration and legal services, financial counseling, housing search assistance, and psychological assistance) and programs (Performing arts program for young children, life skills workshops, and Stepping Up job program) to improve refugees' wellbeing and adaption to Canada. One of these programs, My Circle Youth program, is a 15-week group intervention program for youngsters aged 16 to 25 years old. My Circle Youth program was founded and is still currently managed by former refugees who realized the need for a youth program to further assist refugee youth upon arrival to Canada. My Circle Youth program seeks to strengthen adolescents' self-confidence, increase life learning skills, build positive connections, and provide assertiveness skills, self-care and stress management training. My Circle Youth workers facilitated the referral of 4 refugee youth to this project.

Britannia Community Resource Centre Latin American Youth Program. Due to success of the My Circle Youth program and many other youth programs for refugee and new immigrant youth in the Greater Vancouver area, the Britannia Community Resource Centre (2011), a community agency for East Vancouver residents, founded a youth program for Spanish-speaking refugees between the ages of 11 and 18. The program is, as the aforementioned youth program, co-facilitated by former refugees and a Spanish-speaking social worker. The Latin American Youth Program is a 15-week adaptation and cultural immersion program which addresses discrimination, the integration process, diversity in Canadian population, and family dynamics. In early 2011, this program was at its foundation when it referred one of their attendees to participate to the study.

Interviewing process. Potter (1996) describes interviewing as "a technique of

gathering data from humans by asking them questions and getting them to react verbally" (p. 96). The purpose of the interview in this study was to gain insight into adolescent refugees' perceptions of the impact of war through a first-person examination of adolescents' reflections. Considering the developmental level of the sampled population and the multiple sequential and concurrent difficulties that they faced, interviews served as the optimal tool for an in-depth examination and recollection of adolescent refugees.

Interviews have previously been used as the primary research instrument in the examination of refugees' experiences (Araya, Chotai, Komproe, & de Jong, 2007; Frye & D'Avanzo, 1994; Keyes & Kane, 2004; Nordanger, 2007; Oakes, 2002; Ruwanpura, Mercer, Ager, & Duveen, 2006). Interviews allow for the establishment of a trusting relationship between the interviewer and the interviewee and therefore facilitated a richer disclosure and collection of data (Creswell, 2003; Polkinghome, 2005). Face-to-face interviews in the present study were semi-structured in nature and consisted of four primary open-ended questions mostly inspired from Nordanger (2007) and Lustig, Weine, Saxe, and Beardslee (2004)'s study on the experiences of African refugees and internally displaced individuals. The interviewer's task was to access and facilitate a deeper exploration of adolescent war refugees' experiences. The interviewer began with a general introduction of the purpose of the study. Participants were asked to tell their story to the interviewer. Depending on responses to the first question, participants were then asked to elaborate on problems or difficulties that they have experienced because of the war. The third and fourth questions allowed interviewees to look beyond the trauma and reflect upon ways in which they were coping from the war experiences (See Appendix J for a list of preliminary questions).

In the present study, the adolescent refugees were interviewed at the refugee center in a designated or area preferred by participants. Interviews per participants averaged an hour and one quarter in length. It was proposed that the interview be conducted in two sessions: the first session lasting one to two hours and the second being no longer than one hour and a half. Only half of the participants were amenable to a second interview while the remaining half completed one interview. The recordings of each interview were transcribed, printed, and analyzed using a grounded theory qualitative analytic method. Single-spaced transcripts were between 11 to 19 pages and were on average 15.6 pages in length. Any potential confidential information which could reveal the identity of the adolescent were removed or edited from the transcripts. Furthermore, it was determined that data from participants who displayed inappropriate emotional responses during the interview would be removed from the analysis. These participants would be advised to seek mental health services if behaviors and responses are clearly of concern. The interviewer's clinical experience played a critical role in the determination of the suitability of certain participants' emotional behaviors. No participants in the study exhibited unsettling emotional behaviors. It was however agreed for two of the participants that only one interview would be conducted due to difficulties in expressing certain life experiences: For example, a participant and her family feared the revelation of their identity through divulgence of personal war experiences and requested to only report on post-migration experiences. The other participant believed it to be too difficult to address war experiences and personally requested to focus on non-war related experiences. At the end of the interview process, participants were offered a small token for their participation (e.g. a game or a \$10 gift certificate).

Grounded Theory Analytic Approach. Grounded-theory qualitative methodological approach was utilized for the study. Grounded theory qualitative approach emerged from sociology research as an effort to derive theoretical concepts from qualitatively-driven findings (Glaser & Strauss, 1967). In counseling psychology, grounded theory primarily serves as a methodological approach that facilitates the exploration of subjective experiences (Levitt, Butler, & Hill, 2006). Fassinger (2005) conceptualized grounded theory qualitative studies as studies in which data transpire from face-to face interviews. According to Fassinger, theoretical frameworks emerge from the subsequent collection of qualitative data, and participants play a continuous role in the collection and analysis of the data. Because of the exploratory nature of grounded theory, a set of guidelines have commonly been employed to ensure analytic rigor. Grounded theorists in counseling psychology explore how a group of individuals identifies and perceives their realities (Cutcliffe, 2003).

The primary goal of a grounded theory approach is to develop a theoretical perspective based on collected data. Thereupon, the data serve as the primary source of inference in the interpretation and drawing of conclusions from the qualitative data. Fassinger (2005) asserts that the credibility of any qualitative grounded theory analyses depends upon the following five primary components: the philosophical and theoretical underpinnings of the study, the interconnectedness between the purpose of the study and the grounded theory qualitative approach, and the credibility of the researcher.

In a slightly different approach, Ponterotto (2005) conceptualized grounded theory from a constructivist/interpretative research perspective. This philosophical perception of grounded theory maintains that the primary objective of the study is to reveal a reality

constructed or interpreted by an individual or a group of individuals. The constructivist/interpretative researcher emphasizes the reflective nature of reality, a reality emerging from a face-to-face interaction between an interviewee and a pensive participant. Whereas, Fassinger (2005) argues for a postpositivist and poststructural philosophical (or an after-the-fact “positive/empowering” and “systemic-based”) approach to grounded theory, Ponterotto (2005) differentiates between postpositivist and poststructural philosophy. Ponterotto defines postpositivist perception as the belief in the unidentifiable reality, a truth that cannot be captured because it is based on flawed and subjective human characteristics. Poststructural research philosophy, on the other hand, focuses on the coding and interpretative process of grounded theory, which is heavily structured and sequential in nature in order to ascertain the credibility of the findings. Thus, postpositivist and poststructural philosophies are both embedded within grounded theory: research, however, disagrees on the salience of postpositivist and poststructural philosophies within the three primary phases of grounded theory (collection, coding, and interpretation of the data).

The constructivistic/interpretative philosophical underpinning of grounded theory aligns with the purpose of the study at hand, which is to extract a theoretical framework from the voices of adolescent war refugees. Face-to-face interviews served as the primary tool of information gathering of the war experiences of adolescent refugees. Face-to-face interviews followed a narrative and feminist-based theoretical approach to inquiry as each question facilitated reflections on past experiences and an exploration of resulting empowering and resilient factors (Baczynskyj, 1991; Khamphakdy-Brown, Jones, Nilsson, Russell, & Klevens, 2006). Such an approach was deemed appropriate for the

proposed study due to the limited number of testimonial-focused research on refugee centers and adolescent refugees. Essentially, grounded theory analysis allowed for the elaboration of patterns and ultimately the delineation of a theoretical framework from the narratives of adolescent war refugees (Weine, Feetham, Kulauzovic, Knafl, et al., 2006).

The primary researcher's credibility was assessed through empirically acquired expertise in qualitative research and/or prior expertise in analysis of qualitative materials (Creswell, 2003). Fassinger (2005) recommends training for researchers conducting an interview using a ground theory qualitative approach. The interviewer should be schooled in grounded theory methodology and appreciate the distinction between research and clinical interview. Grounded theory researchers should also be familiar with grounded theory interviews and with the examination of tapes and transcripts emanating from other grounded theory research literature. The interviewer should conduct interview practice sessions with research assistants, and utilize the first interviews as references for the structure of subsequent interviews. The interviewer should also record and discuss with research assistants any additional information that may increase the literal adequacy of the transcripts.

The research team. A primary investigator, under the supervision of a psychologist, and three research assistants formed the research team of the study. The primary investigator conducted all interviews and supervised the analytic process of the study. The primary researcher is an advanced level doctorate international student in counseling psychology. She had actively collaborated in three qualitative studies and therefore had prior experience in the collection and analysis of qualitative data. Nevertheless, experiences specifically in grounded theory or in the administration of such a qualitative

inquiry to refugee populations are limited. The primary researcher however had the opportunity to interact with and directly gain insight from the target population at two international refugee centers. Her prior experience in qualitative research and her knowledge of the target population qualifies her to conduct and interpret the qualitative portion of this study. The primary investigator also extensively reviewed materials on grounded-theory qualitative research to increase her knowledge.

In addition, the primary researcher received help from three research assistants throughout the data analysis process. The research assistants were recruited from the counseling psychology program because clinical and research experiences with diverse population are critical in the examination of the data. Research assistants held a counseling degree or were enrolled in a master's program in counseling. All research assistants were female in their 20s with personal investments and knowledge of international issues. Research assistants received training in grounded-theory approach and data transcription. They also received resources on the refugee status process and information on wars around the world. Research assistants helped with the transcription and transfer of the interviews into electronic programs. They further provided assistance with any additional administrative tasks.

Coding and Articulation of Theory. The aim of the study was two-fold: first, to identify the resources provided at refugee centers and second, to explore the war experiences of adolescent refugees residing in the Northeast area of the U.S. and the Greater area of Vancouver in British Columbia, Canada. Percentages and mean were utilized to review refugee agencies' demographic and biological information. The qualitative data emerging from the interviews were analyzed based on the qualitative

grounded theory approach which follows the law of diminishing return (Lincoln & Guba, 1985; Rennie, 1992). This analytic method is described below.

In the grounded theory qualitative approach, data are coded and analyzed until a theoretical framework emerges. According to Fassinger (2005), three recurrent coding phases (open, axial, and selective) have been used to analyze grounded theory data: each phase reoccurs in order to compare and refine categories based on subsequent addition to collected data.

In the first phase, the open coding phase, each researcher divided the data into meaningful distinctive units (several sentences or a short paragraph in relation to a particular topic or concept). A dialogue then followed among researchers until a unanimous decision on the overall meaning of each unit was reached. These subcategories, or larger meaningful units, was reexamined and redefined, if necessary, after subsequent addition of data. The revision and reexamination of the subcategories was continual as data collection was still ongoing. Because data collection was not exhausted at this phase, new meaningful units/subcategories were generated and compared to preexisting subcategories. Each modification of pre-existing categories as well as their location in the data (participant initials and numerical sequence) was recorded.

In the axial coding phase, researchers created broader concepts/categories that encompassed the preexisting meaningful units/subcategories. In this section, categories were elaborated based on their association with subcategories and their distinctive meaning from other categories. The researchers generated definitions for each category. The definition encompassed the complexity (subcategories) and density (units found from

the data) of the category (See Appendix M). Data collection was deemed to be exhausted when investigators could not find the same categories in subsequent transcripts.

The articulation and organization of the categories into coherent facets of a theoretical framework constituted the final phase of coding. Selective coding consisted of the elaboration of a core category, which is an overall category that encompasses all pre-determined categories. In this study, a core "story" or core category emerged from the structural alignment of all categories. A preliminary matrix with all intersecting categories, subcategories, and meaningful units was drafted. This matrix explicitly described the linkage of each portion of the data to the core theory or the theoretical framework. The credibility of the emerging core framework was based on its direct, clear, and thorough interconnection of all portions of the data as well as its association or description with a particular social phenomenon (Strauss & Corbin, 1998). Detailed recordings of each methodological procedure were kept. Memo writing of the elaboration of meaningful units, subcategories, and categories served as an authentication of the emerging theoretical framework.

Methodological process

Phase I

1. List of refugee agencies in Northeast U. S. and the Greater area of Vancouver, Canada.
2. Discovery of the resources provided by each refugee agency.
3. Selection of refugee agencies for participation in Phase II.

Phase II

1. Selection of prospective participants based upon directors of refugee agencies' recommendations.
2. Recruitment of 10 participants interviewed.

Analytic process

Phase I

1. Roster of refugee agencies located in Northeastern U.S. and the Greater area of Vancouver, British Columbia, Canada.
2. Exploration of the services declared by refugee agencies.

Phase II: Grounded theory analysis to respond to the research question and the three sub-questions:

1. Phase IIa: Life experiences of adolescent war refugees

- Research question 1: *What are the experiences of adolescent war refugees?*
- RQ1a. *Do these experiences have identifiable themes that can be discerned?*
- Generation of a hierarchical structure of the life experiences of adolescent war refugees.

2. Phase IIb: RQ1b. *Do these themes vary based on war exposure and culture?*

- Generation of a hierarchical structure of the life experiences based upon war exposure and culture.

3. Phase IIc: Socio-ecological theory of adaptation

- RQ1c. *If similar themes emerge across refugee groups, do these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?*
- Generation of a hierarchical structure of a theory of adaptation of adolescent war refugees.
- Comparison of the emerging theory with another socio-ecological theory of refugee adaption.

Figure 1. Overview of the methodological and analytic structure of the study.

In sum, the current study followed a grounded-theory qualitative approach to analyze semi-structured face-to-face interviews of adolescent war refugees. The audio recordings of the interviews were first transcribed either by the primary researcher or the three research assistants. The research team met for an hour to an hour and half twice per week to reach mutual agreement on individually generated units. A series of forms was generated for the group generation of and the perpetual revision of meaningful distinctive units (See Appendix K & L). The units were constantly revised and adapted to accurately reflect participants' statements. New units were also generated when novel experiences emerged in each transcript. The second phase of the study, which is grouping units into sub-divisions, occurred because of the immense quantity of units generated which therefore needed to be appropriately classified into sub-categories. Continuous sub-divisions were therefore elaborated and revised with the addition of new data. The preliminary matrix of the core theory, categories, and sub-categories was then drafted. Figure 1 summarizes the simultaneous data collection and data analysis process.

Memo writing. To ensure the credibility and for replication purposes, memo-writings of the analytic process were recorded and are found in Appendix O. The memo-writing reviews salient issues that emerged during the data collection and data analysis processes, including issues on the participants' statements, the interviews, as well as those from the research team's comments.

Chapter IV

Results

This study aimed at exploring the life experiences of adolescent war refugees constructively adapting to their host country. The study was designed into two phases: Phase I consisted of obtaining a series of demographic and historical information on refugee agencies in the Northeast U.S. and the Greater area of Vancouver in Canada while Phase II focused on conducting interviews of adolescent war refugees (See Figure 1). The first part of the chapter provides results on the demographic information collected from refugee agencies. The remaining parts of the results chapter explore the following research question: “What are the experiences of adolescent war refugees?” This research question was followed by three sub-questions: “Do these experiences have identifiable themes that can be discerned?”, “Do these themes vary based on war exposure and culture?” and “If similar themes emerge across refugee groups, do these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?”

Phase I

Appendix N is a roster list of one hundred and twenty four refugee agencies identified in Northeast U.S. and the Greater area of Vancouver in Canada. It is noted that this list is approximate in nature due to the absence of an official public and up-to-date list of agencies located in the Northeast area of the U.S. and the Greater area of Vancouver, BC. The list displays the location, name, address, phone number(s), email address, and services declared by agencies serving refugees. All one hundred and twenty four refugee agencies account for a total of 597 *refugee agency/ assistance/ resources/ programs/*

services in the targeted geographical areas.

Table 2

Number, percentages, mean, and ranks of refugee agency services

Type of services	N*	%	Mean**	Rank of services rendered
Acculturation/host country culture immersion group	31	0.052	4.814	9
Basic needs assistance	59	0.988		3
Case management	69	0.116		2
Crime/ Victim services	20	0.034		13
Diversity or gender-specific groups	28	0.047		12
Educational services	77	0.129		1
Employment assistance	57	0.095		4
Financial assistance	17	0.028		14
Immigration/ legal services	51	0.085		6
Interpretation & Translation services	32	0.054		8
Medical assistance	29	0.049		11
Mental health assistance	45	0.075		7
Social assistance/ outreach	52	0.087		5
Youth programs	30	0.050		10
Total	597	1		

*N denotes the total number of each resource rendered

**Mean refers to the average number of services rendered per refugee agency

To further understand the services offered by these respective agencies, the 597 services declared by the 124 refugee agencies were classified into 14 distinct categories by the primary investigator. Results show that each refugee agency declared offering an average of 4.8 services, programs, or resources (Table 2). Refugee agencies located in the Northeast U.S. and the Greater area of Vancouver in Canada primarily offer the following services: (1) educational services (e.g. continuing education, life skills, employment training, computer training, English-as-a-second-language course and/or school enrollment information) (12.9%), (2) case management (11.6%), (3) basic needs assistance (food, housing, water; 9.9%), (4) employment assistance (job search or career training; 9.5 %), and (5) social activities/outreach services (8.7%). The five most declared refugee resources align with the primary objective of a refugee agency which is to resettle refugees and build their self-sufficiency (Siemens, 2011 & Miller, 2008). The remaining resources include (6) immigration/legal services (8.5%), (7) mental health assistance (7.5%), (8) interpretation/translation services (5.4%), (9) acculturation/host cultural immersion group (5.2%), (10) youth-specific programs (5%), (11) medical assistance (4.9%), (12) diversity or gender-specific groups (4.7%), (13) crime/victims services (child trafficking, survivors of torture; 3.4%), and (14) financial assistance (loan or temporary monetary assistance; 2.8%).

In sum, results show that refugee agencies offer a variety of support to incoming refugees. However, a demarcation between services for refugee youth and those for adult refugees could not be provided. The following phase of the study gives voices to adolescent war refugees and does reveal the type of services that refugee youth received

from the participating refugee agencies situated in the Northeast U.S. and in the Greater area of Vancouver in Canada.

Phase II

These second phase of the study highlights the results from the interviews of adolescent war refugees, individuals who had endured multiple adversities and had shown incredible strength, maturity, and thrive to succeed. Phase II responds to the following research questions:

Research question: What are the experiences of adolescent war refugees?

Research question 1a. Do these experiences have identifiable themes that can be discerned?

Research question 1b. Do these themes vary based on war exposure and culture?

Research question 1c. If similar themes emerge across refugee groups, do these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?

Research question: What are the experiences of adolescent war refugees?

A grounded theory model of the life experiences of adolescent war refugees was developed. The research team first grouped statements with same meanings into sections, called meaningful units. A total of 2,948 meaningful units were identified from participants' interviews. Similar meaningful units were then grouped into sub-categories, categories, high categories, and higher categories until the development of a comprehensive hierarchical structure of the life experiences of participating adolescent war refugees.

The comprehensive structure is a chronological delineation of adolescent war refugees' past and current experiences as well as their future aspirations. This ten-level hierarchical structure of all reported experiences includes three higher level categories (i.e. pre-migration, peri-migration, and post-migration life experiences) and five high level categories (i.e. in the native country, in transit, in repatriation, resettlement preparations, and in the host country), each with multiple categories, sub-categories, and meaningful units. Due to the extensive nature of the comprehensive structure, only categories endorsed by all participants are described below.

Research question 1a: Do these experiences have identifiable themes that can be discerned?

The categories endorsed by all ten participants contain 214 (meaningful) units. These categories are as followed: *First day experiences* upon arrival in the host country (68 units), *assistance* provided by their refugee agency post-migration (48 units), *family dynamics* post-migration (71 units), and interestingly, statements related to the interview process (27 units). The latter category is explored in the discussion chapter.

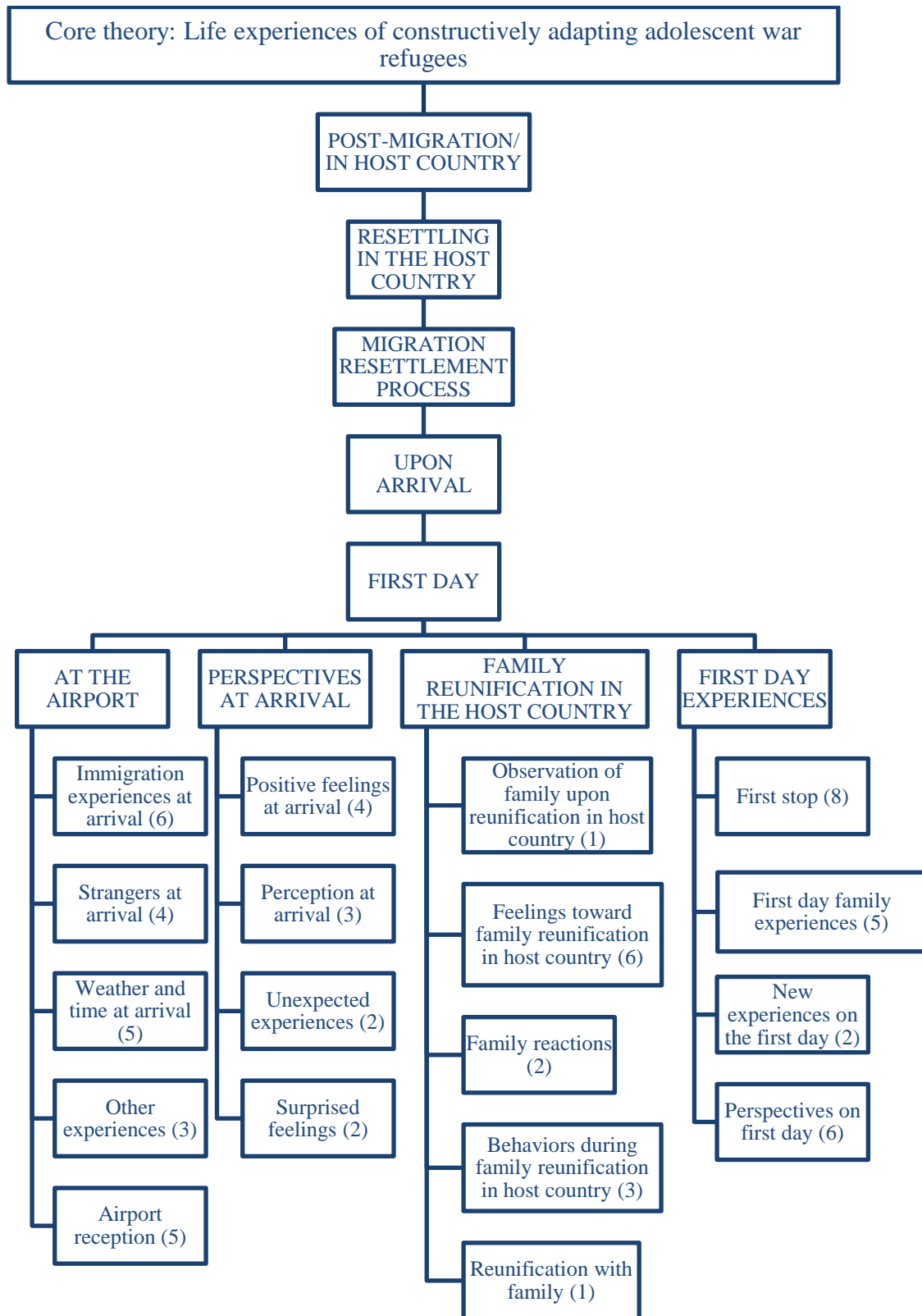


Figure 2. An illustration of the life experiences endorsed by all participants. In the parenthesis is the total number of meaningful units contained in a sub-category.

All participants (n = 10) divulged events which they experienced upon their arrival in Canada or in the U.S. These consisted of experiences *at the airport* (23 units), *family reunification in the host country* (13 units), as well as their *perspectives at arrival* (11 units) and *first day experiences* (21 units) in their host country (See Figure 2). *At the airport*, participants described the immigration procedures which they underwent, such as having their pictures taken or responding to questions from an immigration officer. STOP Also, participant (John2) revealed, “(at the airport), I saw nothing. I was, ugh, surprised. Yeah, (I was surprised) by the people, (by) how they look” (lines 134 & 136-138). Upon reception at the airport by either a family member, close family friends, or a representative of their refugee agency, a participant (Tiara) revealed feeling excited about her new life in the host country while another participant (Mario) thought of having “nothing” at his arrival (line 559). One participant (John) who reunited with his father, after years of separation due to war, revealed, “...it was like I’m given a reward.[...] all this feels like a surprise and I was looking at him, ‘Oh, this is my dad.’ Like, I think, like, I (thought that I) can’t see him anymore” (lines 276-278). With regards to other events on their first day in Canada or in the U.S., a participant (Megan) reported feeling surprised by traffic lights and another indicated not remembering events after leaving the airport.

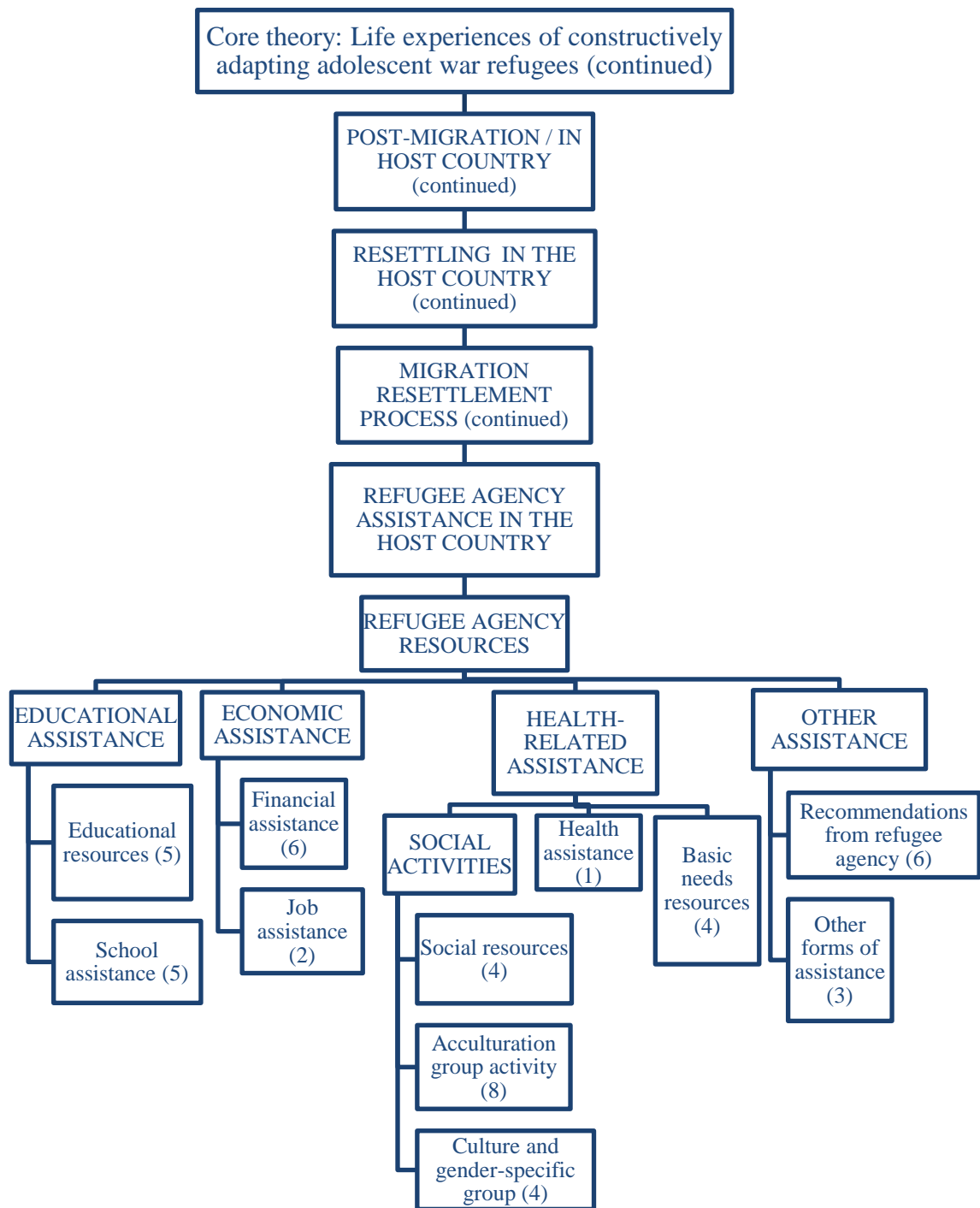


Figure 3. A continuation of *Figure 2* illustrating the refugee agency assistance reported by participants.

With respect to the *refugee agency assistance* post-migration, participants reported receiving *educational* (10 units), *economic* (8 units), *health-related* (21 units), and *other* forms (9 units) of refugee assistance (See Figure 3). Participants (n = 2) reported that *educational assistance* consisted of support in school enrollment and of continuing education courses for oneself or for one's family. Participants (n = 6) also mentioned receiving *economic assistance*, including temporary monetary assistance from the refugee agency. Participant "John" revealed, "[...] (the refugee agency staff) told us that I need to go to school and [...] we (refugee agency staff and the refugees) went to the...the...this office, you know, for social security and then, they gave it (social security number) to us and then, they found a school for me to go. [...] they told us that I'm now 17 years old and I would be 18 years old in 2 years time and 6 months time so [...] they said I should do the adult education (school program). [...] they said to me, like, 'go do your GED' and I said 'ok'. Ugh, they help my mom, like, they give her food stamps and then, the first night, they give her, like, clothes and helping her with many things. The first time (at first), they started giving her money, like, every month, they give her money [...] we come here, and they give us like a thousand dollars to do our (school) shopping so that we (my sibling and I) can study. Yeah, (they have classes at the refugee center), like computer class. Yeah, like, if you don't understand, like many things." (Lines 120-124, 125-127, 300-301, 304-306, 310-314, & 319-321). Refugee agencies also referred to or offered *medical* and/or *mental health* assistance and helped participants (n = 6) meet their basic needs. For example, participants stated that refugee agencies offered *social activities* and *acculturation* and *culture or gender-specific groups*. A participant (Salda) indicated, "Yes, they (the refugee agency) call me. When they have something here (at

the agency), they'll call us. For my mom and me, they give us food. We ate and watch movie" (lines 267-268). Participants (n = 4) also mentioned receiving food stamps, clothing, or remaining in a refugee shelter for about two weeks after their arrival in the host country. Lastly, participants (n= 3) remembered a refugee representative welcoming them and their family at the airport upon arrival in the host country.

Another category, which comprised statements from all ten participants, explored their experiences with their family network post-migration (71 units). Participants discussed their *relationships* (20 units) with, *characteristics* (33 units) of, and *perspectives* (16 units) on their family unit. First, participants disclosed either a *difficult/different* (n = 3) or an "*alright*"/"*good*" (n = 4) *relationship with* their parents/guardians. One participant (Mario) realized that he had a mother now, presumably due to the impact of war, whereas another participant (Salda) reported conflicts emerging with her parent. She stated, "Oh my gush (god), we (my mother and I) fight all the time (laughing), yeah" (line 404). Yet, another participant (Sam) mentioned maintaining a good relationship with his siblings post-migration. In relation to *characteristics* of their family unit, a participant perceived his brother as smart and studious. Another participant (Mario) stated that his family was calmer because they had limited problems since migration. He revealed, "[...] we (my family and I) had (have) more calm. Here, there was (are) no...no problems...ugh, [...] my mom can sleep now with calm without staying with the thought that something bad will happen. [...] Yes, now, we are more calm." (Lines 431, 432-433, & 656). One participant (Shaira) also reported on her parents' restriction in her outings. She said, "...like here, after school, (I) go home and talk to my friends and just stay home [...] my dad said that I am too young

to go out” (lines 438-440). Finally, one participant (John) expressed missing spending time with his parent post-migration due to his parent’s occupation with school and professional work. This participant stated, “Yeah, it’s different, like, with my mom (chuckling)... I (used to) see her all the time while here, I don’t see her. Like, at night or yeah [...] sometimes for the morning time, sometimes when I wake up and see, I didn’t see her at all. Last week, I can’t see her all the time [...] yeah, I miss that” (lines 605-613).

Research question 1b: Do these themes vary based on war exposure and culture?

The research question 1b sought to explore participants’ statements based on the nature of their war exposure (high level, medium level, or low level of exposure to war) and on their cultural identification (African vs. Asian continental origin) and place of residency (in the U.S. or in Canada). Due to the small number of participating adolescent refugees, the results to the research question 1b may only represent a portion of the diversity of experiences of war refugee youth residing in the U.S. and Canada.

War exposure

This section examines the participants’ life experiences based upon whether they disclosed a high-level war exposure, a medium-level war exposure, or low-level war exposure. Only nine of the 10 participants’ life experiences could be utilized for this exploration because of one participant’s refusal to disclose her war-related experiences. Four participants belonged to the high-level war exposure group while three participants were in the medium-level war exposure, and only two in the low-level war exposure group. Due to the limited number of participants in the low-level war exposure group, experiences of low-level war exposure participants cannot be reported.

High level of war exposure. High-level-war-exposure refugees include participants who reported seeing, hearing of, and/or directly experiencing war violence. Four participants were exposed to war at a high level. This section therefore highlights the categories endorsed by these four participants.

Categories manifested in accounts by all high-level-war-exposure participants included peri-war experiences (*restricted living conditions during war, school attendance during war, family internal displacement(s) during war, current psychological sequelae from the war*), experiences in preparation for resettlement (*knowledge of host country pre-arrival*), experiences in the host country (*first days in host country, refugee agency assistance and their perspectives on refugee agency assistance, family employment, school performance, friends' profile, and future college plans*), and the interview process. The latter category, which pertains to the interview process, is explored in the discussion chapter.

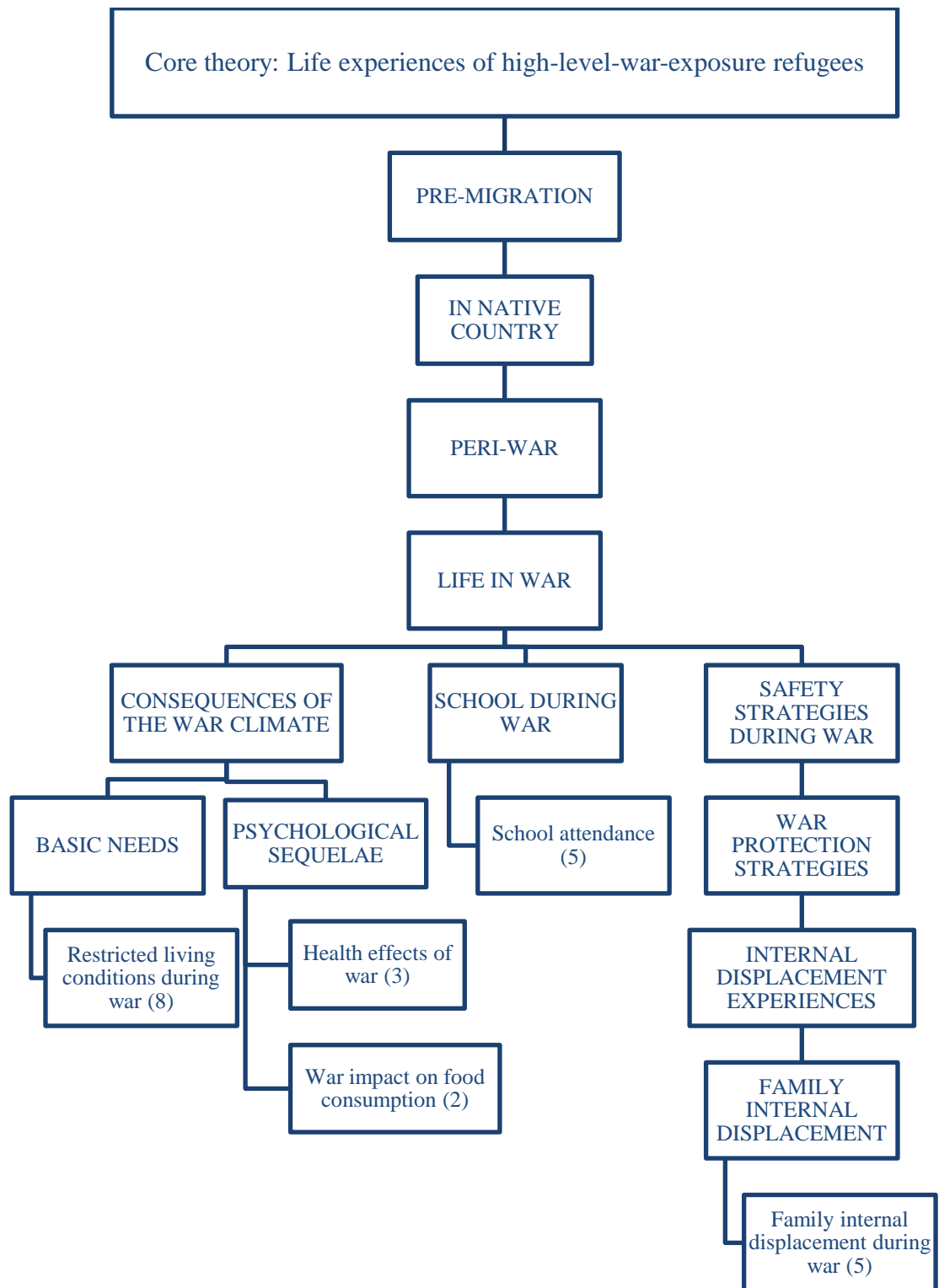


Figure 4. An illustration of high-level-war-exposure refugees' war-related experiences.

During the war, participants reported *restricted living conditions* (8 units) such as extended confinement in their house due to warfare (See Figure 4). One participant (Mario) reported that, “we stayed like that (inside the house) for 3 or 4 years locked up and we could not go out” (lines 125-126) and another participant (John) revealed “Not so much (going out) [...] they (soldiers) gave us (orders), like, you should stay outside until 9 o’clock...after 9, everybody should be at home, inside [...] and every day, we come out (from the bushes) at the morning time and (I) come down with food for my grandmother [...] I went to the house to give her (my grandmother) the food. I went down (back) to the bushes to my mom and then (I) told her that my grand...my grandma have (had) the food” (lines 415, 417, 39-40, & 46-48). In regards to *school attendance* (5 units), three out of the four high-level-war-exposure participants reported that they were still attending school during the war while one participant (John) was unable to pursue his schooling due to a war climate and another (Salda) was homeschooled. She reported, “[...] I was...there was (a) teacher in my house...my aunt...they (she) gave us (kids) book to read” (lines 564-565). Participants also mentioned their *family internal displacement* during the war (5 units); with three of the four high-level-war-exposure participants indicating that the duration of their family international displacement reached a year or more. Further, participants revealed that they or their family member currently experienced *psychological sequelae* (8 units) from the war, which included the inability to consume red meat due to the emergence of flashbacks of a dead corpse.

Participants also revealed their *knowledge of their host country* (8 units) before migration. For one of them (Sam), it was merely hearsay knowledge that he would immediately obtain a job after his arrival in his host country. This participant stated,

“Well, everyone said that you would get a job immediately. [...] my friends over there. They have cousins in Europe and they said, ‘You will get a job immediately, as soon as you go there.’ I was like, ‘Alright, I hope so’” (lines 481, 483-484). Additionally, all participants revealed *unique experiences* (15 units) occurring days after their arrival in their host country. One participant (Sam) who originated from a country with a tropical weather disclosed being surprised by the cold weather at the arrival to his host country (See Figure 7). All participants also reported receiving one or more type of *refugee agency assistance*, some of which included *educational* (6 units) and *basic needs* (3 units) *assistance*. For instance, participant “Salda” revealed, “Yes, they (the refugee agency) was (were) helping them (my brothers to) find a job. [...] Yes, they (the refugee agency) give me clothes. They give me clothes.” (lines 258 & 265). Interestingly, participants admitted being unsure of the services available at their agency or unable to attend gatherings to which they were invited. One participant (John) also expressed satisfaction and compliance with his refugee agency’s recommendations while another (Sam) wished for additional employment assistance.

All high-level-war-exposure refugees shared information on their *school performance* (5 units) post-migration. Specifically, one participant (Salda) reported feeling positive of her school performance while another (John) confirmed feeling stressed during the second interview because of an upcoming exam. In addition, participant “Mario” indicated, “now, I am begin (beginning) to do well a little bit at school” (lines 546-546) and participant “Sam” admitted, “[...] my grade (in mathematics) goes up eventually to a B, then C, and then B again” (lines 282-283). *Family employment* (7 units) was another category comprising statements from all high-level-war exposure participants. In this

category, participants revealed current and/or past difficulties (for their relatives and/or themselves) in job acquisition. One participant (Sam) who hoped to collaborate in the family income stated that, "... (it has been) eleven months (and) I cannot find any job, part time, full time. (It has been) Eleven months (that) I have been looking all around, all nearby cities, looking for a job. No job. So uh, yeah" (lines 209-210). Participant "Salda" revealed her mother's difficulty in securing full time employment. She reported, "[....] like for 6 months, she (my mother) never have (has had) a job. Last year, (she) was in the same boat [...] yeah, she is under unemployment now [...] she went (to) do, like, part-time job and that's it. (For her part-time job) She go (goes) in the morning, like, (at) 9 and she come (comes) back at 12(pm)" (lines 361-462 & 364-365).

In addition, all participants provided their perspectives on *their family dynamics* and *their friends' profile* (8 units) in the host country. Participants reported maintaining *similar to positive relationships with their sibling(s)* (3 units). However, their perspectives on the relationship with their parents varied from acknowledgement of conflicts with their parent(s) to an indication of an *alright to good relationship* (4 units). For instance, participant "Mario" stated, "Our (my parents and I) relationship is good" (lines 524) while participant "John" admitted, "ugh, it's (my relationship with my mother is) good but (most of my life) I spend more time with my mom than my dad so, it's good here [...] (with my dad), ugh, everything is alright." (Lines 593-595 & 682). Participants stated having friends originating from different parts of the world while others indicated that they had few to no friends were originally from their host country. A participant (Salda) said, "I only have two friends from Haiti, the other one is from Po...Poland, yes, (and another one is) Indian [...]. Yeah, all my friends, they all come from another country

like me [...] hmm, no (I do not have American friends)” (lines 235, 420-423, & 424).

Finally, all high-level-war-exposure participants mentioned a desire to attend college (4 units). For instance, one participant (Sam) reported desiring to major in business or marketing in college. He declared, “Then, (I would like to) maybe go to business management (in) college, yeah, business management or marketing.” (Lines 300-301).

Medium level of war exposure. Medium level of war exposure was defined as indirect experiences of war. Participants in this group lived in a war-struck country but only had knowledge of the details of the war repercussions and impact in their native country through hearsay and/or media. Three participants meet the criteria for this group. The categories comprised of all three participants include *how do we know the war occurred* (i.e. source of knowledge of the war) (11 units), *perspectives on resettlement* (12 units), *consideration for resettlement travel* (3 units), experiences *on the plane* in departure to the host country (3 units), *refugee agency assistance* (12 units) post-migration, comparison between citizens in *resettled vs. native/transit country* (5 units), *befriending of school peers* (6 units), *family profile* (15 units), *family culture* (20 units), *relationships with family members* (6 units), *social leisure (engaged) with social network* (7 units), *differences between internal current vs. past self* (4 units), and *permanent place of residence* (3 units).

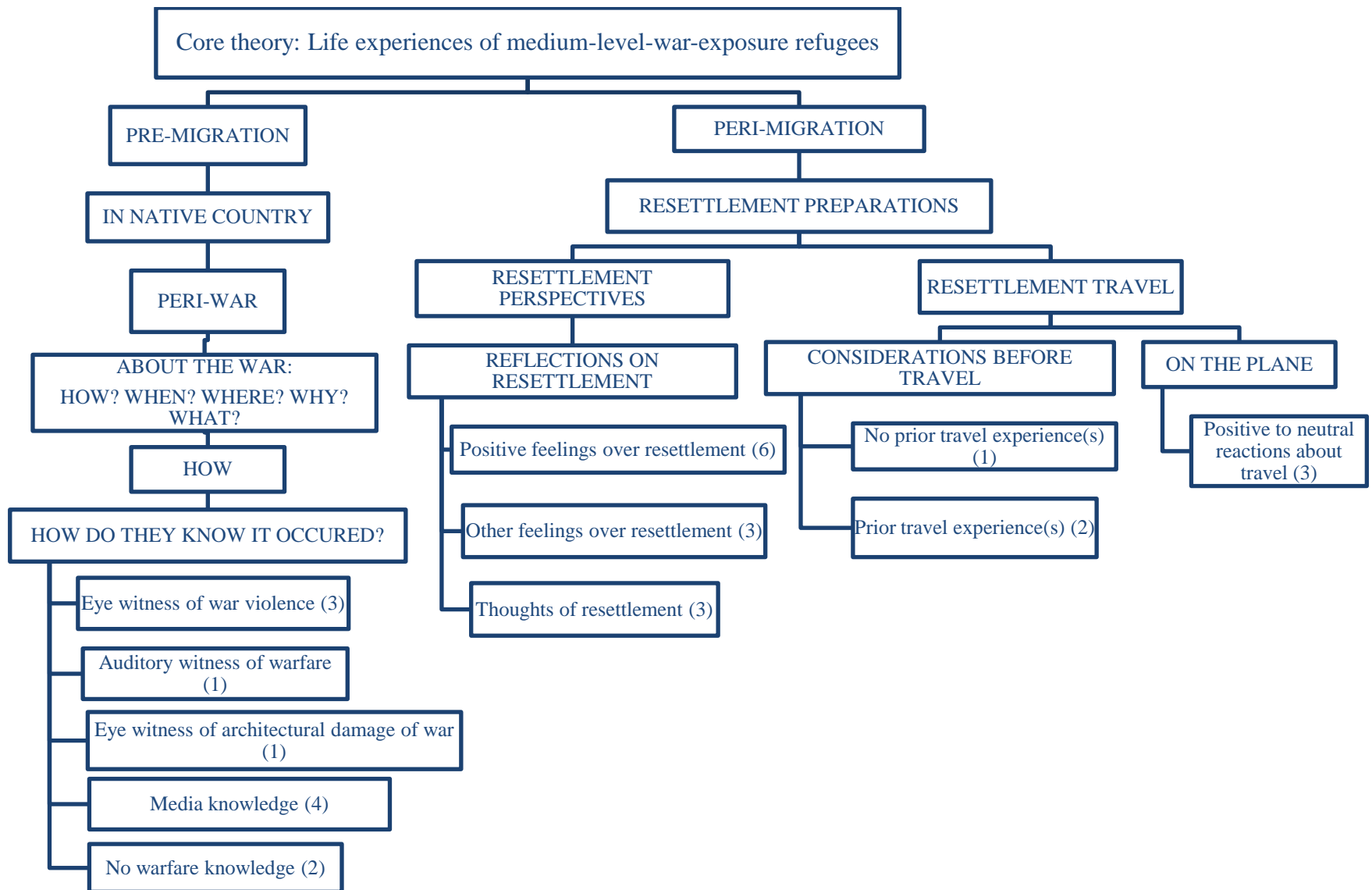


Figure 5. An illustration of the pre-and peri-migration life experiences of medium-level-war-exposure refugees.

In *How do they know it occurred* (i.e. source of knowledge of the war), all three medium-level-war-exposure participants commented on the source of their knowledge of the war experiences that they had reported. Participants indicated that their knowledge primarily included hearsay, disclosure from their social network, post-war witnessing of city devastations, and/or media knowledge (See Figure 5). Although residing in a war-afflicted country, two participants reported not witnessing any war-related violence, which could be attributable to their living conditions and/or geographical location at the reported time. Participant “Tiara” stated, “(I learned from the war) ugh, not with my eyes [...] like, ugh, well, in the media and also from talking to my parents, from teachers in school. So, yeah, yeah, probably because teachers talked about it. They were like, ‘oh, there is a bomb; this happened there, that’s happening there. Some people dying every day, someone is dying.’” (Lines 52, 54-55, & 71-73). The next category that also includes statements from all medium-level-war-exposure participants pertains to participants’ *reflections* (12 units) after the announcement of their impending migration to their host country. Most participants expressed feeling excited over the resettlement news. One participant (John2) felt “surprised, yeah [...] like, (I was) not happy because (of) my friends, they are in my home (in my country). [...] they (my friends) were sad too.” (Lines 492-494, 506-510, & 518-520). Other participants reflected upon their future life as well as the life they were leaving behind. Additionally, only one participant (John2) reported having boarded a flight before. Still, once *on the plane* (3 units), all participants reportedly had a positive or neutral reaction from the trip to their host country.

Upon arrival (7 units) in their host country, participants reported reflecting on their new surroundings, which for two of them consisted of comparing the residents of their host country with residents of their native country. In this regard, one participant (John2) stated, "...they (American people) are different...all the people are different [...] we don't see a lot of people in my country tall [...] A lot of (American) people tall and they play basketball [...] (the clothing)...It's different too...Like, the few months in my country, they (the clothes) were different and here they (the clothes) were different [...] there were, uh, long dresses (in my country) and here there were short" (lines 140, 142, 144, 146-150). All participants declared receiving *refugee agency assistance* (5 units), some with regards to their financial and administrative needs and others through participation in acculturation-related group(s). Participant "Tiara" declared, "(in my group program,) I learned, ugh, different skills, like, public speaking skills, ugh, more information about vocabulary, more information about immigration, and, ugh, (about) refugee youth, ugh, about other values and how things are different (here), like, when you see some discrimination and that not everybody thinks the same way (here) and (that) there are problems still in here. (I learned that) There are people who are very racist and there is still discrimination and prejudice for people living in [...] (my host country)" (lines 382-387). In *school*, participants all indicated *befriending school peers* (6 units). For instance, participant "Shaira" revealed, "Ugh, (I have) five (friends at school)" (lines 317) while participant "Megan" stated, "[...] when I first went to my classes, I just started to talk to people. I kind of did that." (Lines 356-357). Still, one participant (John2) specifically mentioned some school peers not making an effort to become friends.

Additionally, participants reported on their *family profile* (11 units), *family culture* (12 units), *family interactions* (7 units), and the *relationships with their family members* (2 units) post-migration to their host country. Participants provided information on their parents and their siblings, and even made comparative statements between themselves and members of their family. A participant (Tiara) mentioned her parents' over-protectiveness and described herself as being the most "heartless" person in her family. With regards to her parents' over-protectiveness, she revealed, "[...] I guess with loving parents, they are always overprotective. Ugh, especially my dad, like, I know, like, even in here (in my host country), he sometimes, like, get (gets) really annoying [...] like, compared to my mom, so she (my mom) would be, like, ok with it (me dating)." (lines 163-166). She continued, "I am probably the person who is heartless in the family, kind of thing. It's, like, me and my dad. We would be like, hmm, our hearts are kind of, like, cold [...] like, my mom and my sister, cuz (because) they are really...they are like really emotional" (lines 627-630).

Moreover, participants provided information on the *social leisure activities* they engaged in with their friends in their host country. One participant (Tiara) recounted, "I joined clubs and it was nice" (line 363). Another participant (Shaira) preferred meeting or playing with her friends. Further, participants expressed noticing differences in themselves post-migration. One participant noted a difference in his personality post-migration. This participant (John2) mentioned, "Yeah...Like, ugh, [...] (in my transit country), I know a lot of things on the computer. (but) I do not know things on the life (in my host country). Yeah, when I come here, I know a lot, like, about the computers, (but) about here (my host country) is the life, how they (people) speak English, and all of that.

Yeah, the life (here)” (lines 645-653). When inquired about their future *permanent place of residence*, only one (John2) of the three participants indicated an interest in leaving the host country to return either to his native country or his country of transit. The remaining participants hoped to stay in their current place of residence.

Comparative analysis: High-level-war-exposure vs. medium-level-war exposure.

Salient similarities and differences in the life experiences of adolescent war refugees pre-, peri-, and post-migration emerged based upon participants’ nature of exposure to war.

First, not surprisingly, high-level-war-exposure participants divulged more war-related experiences than participants with lower levels of war exposure. In addition, high-level-war-exposure participants were also the only group to report war sequelae.

Secondly, before migration to their host country, medium-level-war-exposure participants reflected on their past travel experiences. They also disclosed their positive and negative feelings on the resettlement to their host country whereas high-level-war exposure participants all focused on their perspectives on and knowledge of their host country. With regards to their migration experiences, medium-level-war-exposure participants all revealed their perspectives on the travel to their host country, which they mostly viewed as a positive experience. Upon arrival, high-level-war-exposure participants revealed experiences on the first days of their arrival to their host country, including their perspectives on the weather and the appearance and characteristics of their host country residents.

Third, all high-level-war-exposure participants discussed their school performance post-migration, while medium-level-war exposure participants focused mainly on their

first day at school and befriending students in school. With regards to their social network, high-level-war-exposure participants mentioned their friends' origins, few or none of whom were host country citizens whereas medium-level-war-exposure participants revealed the type of social activities which they engaged in with their friends in the host country.

Fourth, with regards to their pre-migration life, high-level-war-exposure participants discussed their separation from a family member who presently resides abroad while medium-level-war-exposure participants all reported on the changes in themselves since their exile.

Fifth, when inquired of their future, high-level-war-exposure participants mentioned their academic and professional plans, which included for one of them a desire to major in business or marketing in college. Medium-level-war-exposure participants disclosed on their desired permanent place of residence, with most of them anticipating remaining in their host country.

Culture of origin

In the second portion of the research question 1b, participants' statements were examined based on their culture of origin, and more specifically their continent of origin. Six participants came from Africa, three from Asia, and one from Latin America. In light of the grounded-theory analytic approach and for confidentiality purposes, the life experiences of the participant from Latin America cannot be reported. The following section therefore only focuses solely on participants originating from Africa and Asia.

African culture of origin. This section reviews categories endorsed by the six participants originating from an African country. Participants first shared their *perspectives on resettlement* (28 units) to their host country, the *refugee agency assistance* (33 units) they received upon arrival to their host country, their perspectives on their current *living conditions* (26 units), their *perspectives on their host country* (14 units), the *relationship with their family* (16 units), their *friends' profile* (16 units), and their *perspectives on their native country post-war development* (26 units).

Participants in this section first mentioned their *perspectives on resettlement* in their host country, particularly *their knowledge of their host country* (15 units) pre-arrival as well as their *life expectations* (9 units) post-migration. For example, prior to entering the host country, one participant (Megan) stated that she only knew of Canadian maple leaves which she viewed as good and pretty. One participant (Megan) believed that she would have a “much secure” and better life in her host country (lines 28-31), while another participant (Shaira) anticipated a continuous access to food in the U.S. She revealed, “Because people would always say it’s (my host country is) like paradise. [...] (A paradise) for everything. They said that, like, like, everything that you like, like, you can have there (in the host country). (For example,) you like eating something, you can have it there [...]” (lines 291-297).

Participants all mentioned the *assistance* provided to them by their respective refugee agencies. *Refugee agency assistance* included *educational assistance* (7 units), *economic assistance* (7 units), *health-related assistance* (12 units), and *other forms of support* (7 units). Regarding *economic assistance*, participants reported receiving temporary monetary support from the agency within the first days after their arrival. Another

participant (Salda) indicated that the agency offered her siblings employment assistance. Yet another participant (Megan) mentioned being referred to a medical agency for a check-up and for medication prescription. She also mentioned, “(I learned about the youth group program), ugh, from a [...] (social worker for new immigrant youth) worker. So, she informed our parents about (it) [...] yeah, they told my parents, yeah [...] (during the youth program sessions,) we mainly talk about youth experiences and, like, ugh, try, like, ugh, to make them (youngsters) see the differences of the life back home and here (in the host country) [...] and, like, ugh, give them space to feel themselves and we talk about themselves, the experiences in their life, their education back home. Yeah, those stuff.” (Lines 185-186, 193, & 198-200).

With regards to their *family living conditions* post-arrival, participants all mentioned either their *employment* (11 units) and/or their *family employment* (3 units), as well as their *family current financial management* (5 units) and *other* (7 units) aspects of their family living conditions (e.g. *Family hygiene*). For example, a participant (D.K.) shared that he was working while pursuing his college degree; another participant (Salda) revealed her family’s monetary constraints due to her mother’s inability to obtain better than a part-time employment. Participant “John” revealed, “my mom is paying it (the travel loan) now. The loan is for our (plane) tickets. When my mom started to work, she will pay (paid), like, every month 50 (dollars).” (Lines 327-330). He continued, “(my father) he’s helped, he’s helped us a lot [...] he’s working like 3 jobs. Yeah, he’s helped us (our family) a lot [...] he’s helping, he’s helping a lot.” (Lines 577, 578, & 581). Interestingly, one participant (Keita) mentioned that his family was now sharing home cleaning duties.

Although one participant (John) felt good about migrating to their host country, another (Keita) reported that although the host country offered opportunities, it was not a good place for living or for kids' discipline. This participant (Keita) stated, "[...] ugh, just...I prefer not...I do not prefer...this place is good but, ugh, it's too...ugh, spoiled, ugh, too relaxed for kids, right?" (Lines 49-50). Another participant (Salda) reported still believing in the unlimited educational opportunities in her host country.

Moreover, all participants discussed the *relationship with their family* post-migration. A participant (Megan) stated that their family relationships remained the same. Meanwhile one participant (Shaira) who reunited with her parent post-migration revealed, "I think, like...I think it's so long without him with us (the rest of the family) but, like, he do (did) not know me too much. And I did not know him." (Lines 387-388). Participants also provided information on their *friends' profile*. One of them (D.K.) stated that his friends were academics-focused, another (Mario) that they originated from different cultural backgrounds and spoke different languages, and yet another participant (John) stated not having many friends in the host country.

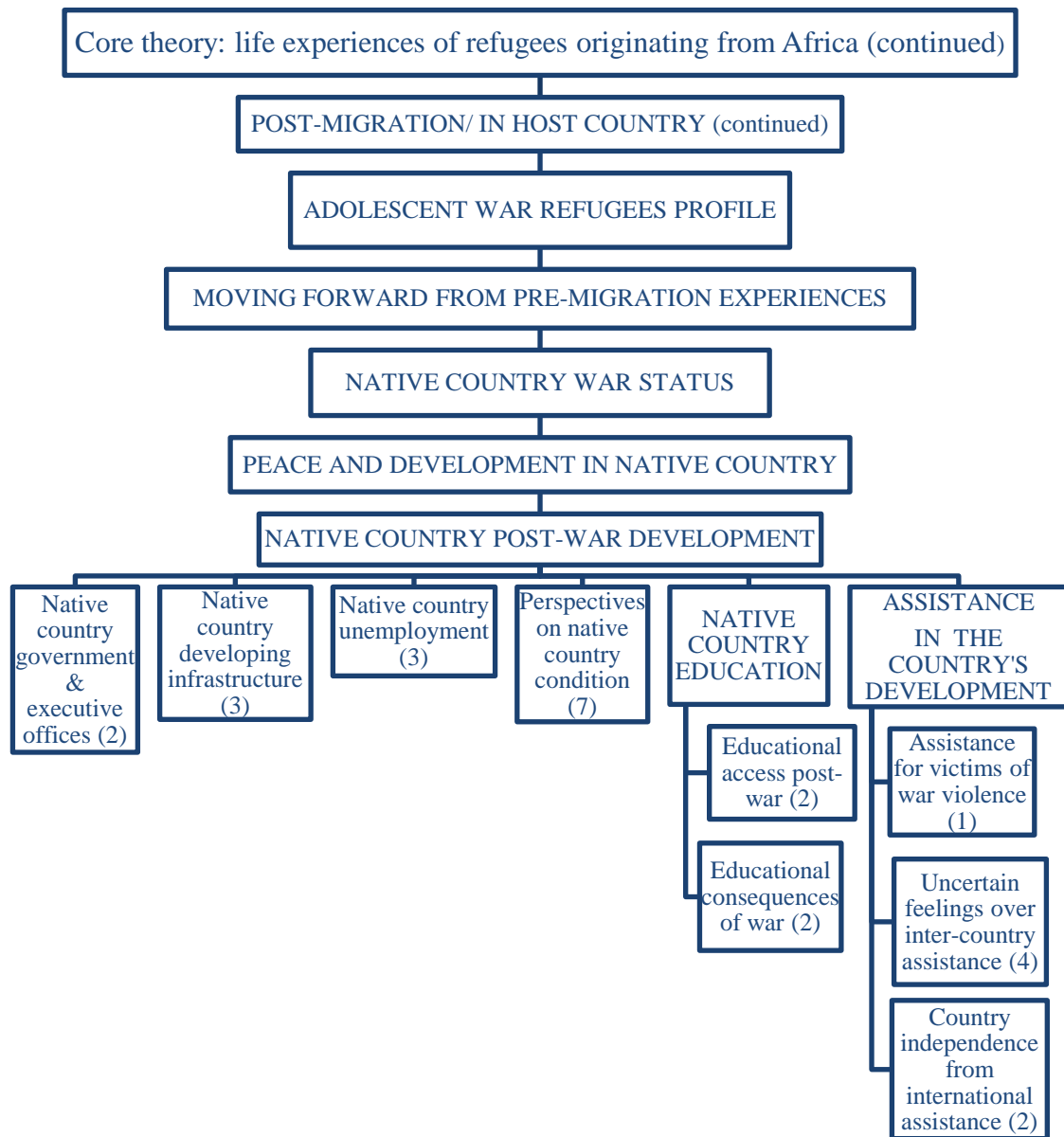


Figure 6. An illustration of the profile of refugees originating from Africa.

Interestingly, all participants originating from Africa shared their thoughts on their *native country's post-war development* (See Figure 6). One participant (Shaira) focused

on her native country's developing infrastructure and the reinstallation of electricity in the country. Another participant (Keita) discussed his native country's political involvement, considering the transfer of presidency from a father to his son. Still, another participant (Shaira) indicated that her native country was "nicer" and "different" compared to the time when she resided there (line 511). Further, one participant (John) noted his country's reading level being lower than standard and spoke of educational delays as an ongoing present consequence of the war in his native country. Finally, one participant (Megan) alluded to her desire for a withdrawal of the post-war international presence currently in her country. She stated, "Well, for me, I personally thought that, ugh, they (the peace soldiers) should, like, just move away (chuckling) [...] because, ugh, it was close to the elections (in my country) and I was thinking, like, if they (the peace soldiers) stay there and then, [...] they (the rebels) start firing and then, there are people outside there, like, they are coming to cast their votes and then, right there, it become (becomes) so violent and then, people would be killed too. [...] on the other hand, I was thinking, like, not for them (peace soldiers) to go because if they leave, like, then, something bad may happen, like, the rebels may, like, attack people" (lines 415-416, 418-423).

Asian culture of origin. This section reviews categories endorsed by three participants originating from Asia. Participants from Asia all provided statements on the following categories: their *definition of peace* (7 units), peri-migration *expectations of their host country* (8 units), experiences *at the airport upon arrival* (9 units) in the host country, *refugee agency assistance* (17 units), *general perspectives on their school environment* (6 units) in the host country, information on their *school administration* (12 units), *students'*

profile (10 units), *perspectives on other students* (9 units), *befriending of school peers* (9 units), *admission to school* (4 units) in the host country, *adjustment to the host country school system* (8 units), *their commitment to school* (6 units), *their language skills in the host country* (21 units), *characteristics of their family unit* (39 units), *care received from their family* (10 units), *their friends' origins* (7 units), *maintenance of interaction with their social network remaining in the native country* (11 units), *differences in themselves in their native country vs. their host country* (5 units), *their native country's geographical profile* (4 units), *their native country's post-war development* (8 units), and *their academic and professional aspirations* (21 units).

Sharing their *definition of peace*, one participant (Sam) stated not believing in peace, while another (John2) believed peace to be in the host country. Another participant (Tiara) said that, "...I think peace is like when everybody come (comes) together and when everybody feels like they belong to some place. There is no racism, discrimination, stereotypes or those things, everything. I say (that) everything is nice. Everybody's equal and everything is equal in some place in that country or (in) that city and everybody feels they belong" (lines 756-761). Before arrival in their host country, participants shared their *life expectations*. For example, a participant (Sam) hoped for easiness in school, job attainment, and money rendering. Another participant (Tiara) expected better friendship in her host country. She declared, "Ugh, I do not know. They, ugh, (silence 3 seconds), maybe friends. I thought that they would be a little bit better (in my host country)." (Lines 709-710).

Upon arrival, participant "John2" shared her experience during the immigration clearance process which her family underwent at the airport. Participant "D.K." noticed

the night time at his arrival to the airport in his host country. He then revealed, “[...] you know, like, how the ‘walk’ sign, it (the street) has a ‘walk’ sign, and the ‘not walk’ sign? I usually saw them the opposite way but [...] you know, like, how it does this thing (When the sound to cross the street begins), I thought it was just telling it (people) to stop or do not walk but I mean, (I know now that) it’s just how much second you have (to cross the street), like, it comes up. You do not know (that) back then, right?” (Lines 452-457). Additionally, participants revealed the *assistance* they received from their refugee agency post-migration. A participant (Sam) mentioned food stamp donations and housing search assistance.

Moreover, participants revealed information on their *school environment*, with one participant (Sam) caring to reveal the presence of a police officer at school along with his positive perception of his school teachers. With regards to their school peers, a participant (John2) expressed the belief that they all originated from other countries. Another participant (Sam) indicated feeling mad at his school peers for not aiming at a better life through studying. Still, all participants originating from Asia formulated making attempts to *befriend their school peers*, with two participants qualifying this process as easy and another noting some difficulty in making friends at school. A participant (Sam) reported, “The first week (of school) was just for me to scout (people), (to) see everything, what is there, (and) who is there. And then, the second week, I started to make friends. You know, ‘Hi, hello, ugh, I’m Sam from Iraq’, ‘Can you help me with this?’, ‘Can you help me with that?’ and then I made friends” (lines 145-148). All participants also reported beginning school later than the official first school day, presumably because of their time of arrival in the host country. As to their *perception of*

school, while one participant (John2) reported that school was one of the good things about his host country, others mentioned their preference for certain school courses. In terms of their *adjustment to school*, three participants conceded enjoying school while one participant (Tiara) focused on the difference between her school environment and herself. She reported that at school, in her host country, she could wear any attire she desired “as long as it was appropriate” (line 419). Furthermore, participants cited examples of their *commitment to school*: Although participant (John2) admitted that school “it’s sometimes boring” (line 357), he indicated, “[...] I do the homework and then, I play on the computer [...] Here (in my host country), I do it (homework) like alone, by myself.” (Lines 351-353 & 391-394). Another participant (Sam) committed to a two-year timeline to graduate from high school, and yet another (Tiara) expressed a desire to study and save marriage and kids because of her desire to focus on her studies.

With regards to their *language skills*, participants all reported difficulties with either their *English skills* and/or the North American *English accent and dialect*. One participant (Tiara) related, “....when I go to school that’s where I started to feel that things are differently here. [...] Until then, I never felt anything different [...] I met people there and [...] literally they do not understand me. They understand me but it take (takes) a while. I still had like that different accent [...]. Hmm...I did not really care about it until [...] probably last year when people still kept saying you still have an accent. That’s till when I started to worry, ‘oh my god, I still have an accent.’ I just do not like that accent. I do not want that accent...I do not want to...I do not want to have that accent. I just want to make it (my accent) better. I just didn’t like it [...] I do not really care about what other

people think about you but I do not know why I do not like people telling me that ‘you have an accent’ especially my friends” (lines 262-282).

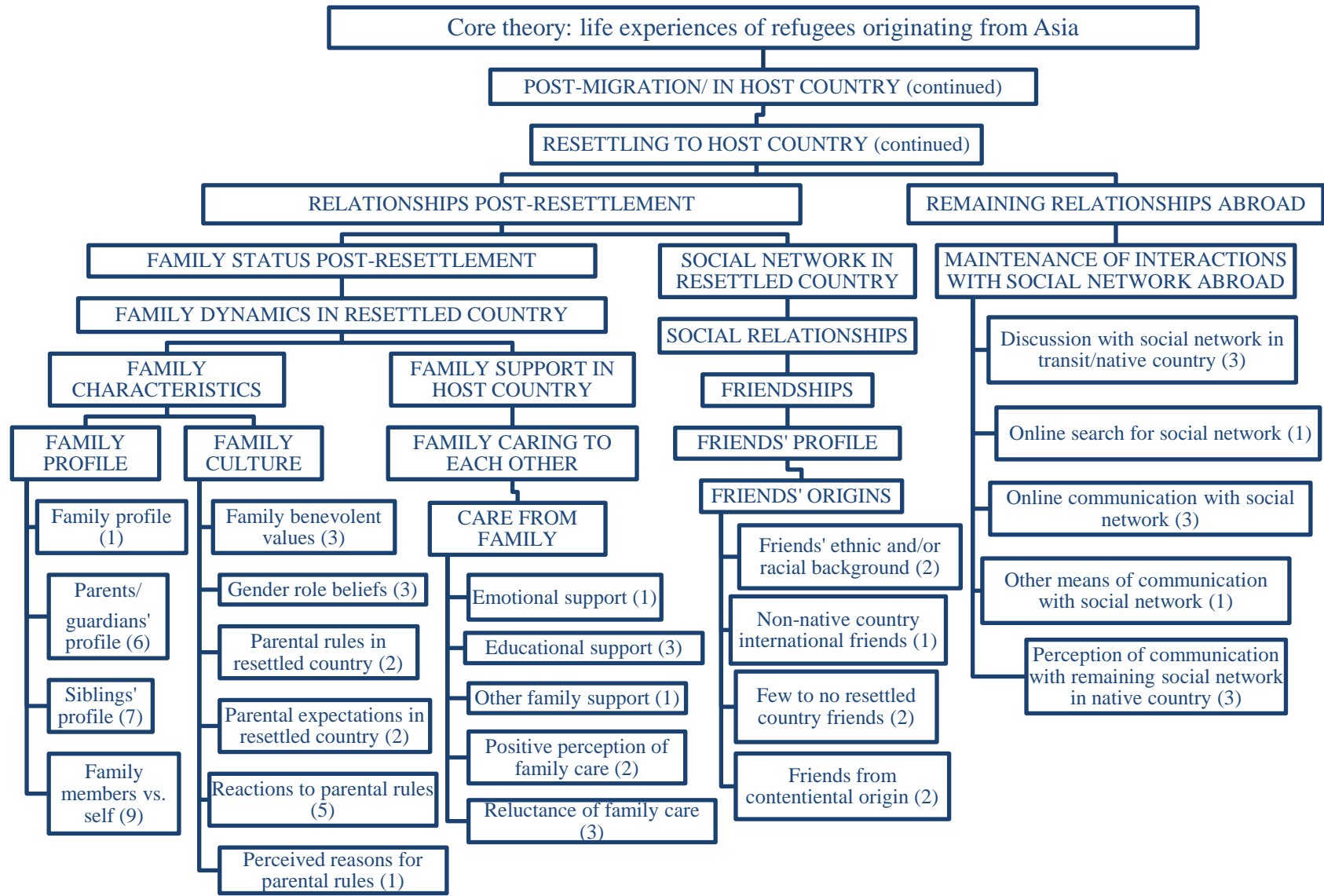


Figure 7. An illustration of the profile of refugees originating from Asia.

Participants also shared information on the *characteristics* on their family unit (See Figure 7). Participant “Sam” pinpointed his brother as a good and ambitious person while participant (John2) made mention of his family’s belief in helping each other, especially with regards to school matters. One more participant (Tiara) mentioned her parents’ prohibition of dating until the time she reached college as well as having conflicts with her parents over her desire to cut her more culture-appropriate long hair. She revealed, “I thought that they (my parents) would be ok (about me cutting my hair) but my dad made a big fuss out of it and he was like ‘No, you can’t cut your hair’ and I was, like, ‘what?!’ They (my parents) were like ‘you do not know how important hair is to a woman in, ugh, (your native country) [...]. It’s a really big thing’. [...] (They said,) ‘You don’t understand, you are too young. Like, when you get older, you will look by and you would say ‘oh my god, I had really long hair’ and you will regret it” (lines 337-339, 339-340 & 343-345). Further, *Care from family* was another category which emerged statements from all participants originating from an Asian country. Two participants disclosed receiving *educational support from their family* while one participant (Tiara) indicated reluctance in seeking help from her parents. She declared, “[...] for me, if I have a problem or anything, if I have a problem, If I have issue, I do not think so that I would share it with my family. [...] like if I have a problem, I do not share it with them.” (Lines 353-355 & 355-356).

In *friends’ origin*, one participant (Tiara) indicated not any having Caucasian friends, another (Sam) stated having many Hispanic friends. These two participants also mentioned having friends originating from their continent of origin. Participant “John2”

revealed, “Like (my best friend), [...] No (they are not Americans). Some are from St Martin, and some are from Uruguay [...] No (I do not have American friends). They (my friends) weren’t American. [...] I didn’t know anyone (here who is) American. No, I didn’t know anyone in school from America. A lot of people from [...]. Yeah, (from South America) like Uruguay, Mexico, Costa Rica, and Cuba” (lines 256-259, 267-269, 273, & 274-277).

Interestingly, participants originating from an Asian country all indicated *maintaining communication with their social network still remaining in their native country*. They recounted receiving updates on their friends’ status through social media. With regards to themselves, all participants admitted to changes in themselves since migration to their host country. For instance, one participant (John2) stated that that he had acquired an extended knowledge on computers and life in general since resettling in his host country. Participant “Tiara” admitted, “I started a little bit changing. (It began when) I told my parents that I am going to cut my hair. [...] but, yeah, I was a little bit changing in some ways.” (Lines 336-337 & 351). In addition, participants expressed their thoughts on their *native country’s geographical profile*, with two participants focusing on their native country’s warm weather (See Figure 29). Participants also discussed their *native country’s post-war development*. One participant even mentioned the building of new roads and new bridges in her native country.

With regards to their *academic and professional aspirations*, a participant (Tiara) reported of her multiple academic interests including double majoring in criminology and early childhood education in college. She revealed, “[...] At the beginning, I wanted to do get my main degree, a degree in Bachelor of Arts maybe in criminology and then, I

wanna (want to) do apply to a law faculty. [...] but then, ugh, I met this, ugh, counselor at our school, the police counselor, and then, I was, like, ‘oh my god, I want to join the police!’ (chuckling) [...] And then, now, I wanna (want to) study early childhood education cuz (because) I’ve been working with kids for the past two years. [...] my second option would be, like, (to) study (chuckling) with just, like, school early childhood. [...] Double major is like majoring in criminology and in early childhood education? Well, that is...I should probably do that.” (Lines 536-539, 540-541, 541-543, 549-551, 558, 561-565, & 574-581). Another participant (Sam) stated his desire to become a successful and powerful manager while participant “John2” preferred to report his disinterest in a career in history or sociology (lines 563-565).

Comparative analysis: refugees from Africa vs. Asia. Participants from Africa and Asia report similar and differing life experiences pre-, peri- and post-migration. It is critical to review this comparative analysis with caution due to personal characteristics of participants from Asia or Africa which may have affected the topic and the degree of their disclosure.

Participants from Asia and Africa first shared their perspectives on the news of their resettlement to a host country. In this regard, participants from Africa revealed their knowledge of their host country and their past travel experiences whereas those from Asia admitted having expectations of a better life in their host country.

After migration to their host country, participants from Asia disclosed their experiences at the airport upon arrival to their host country and compared their host country with their native country. In contrast, participants from Africa expressed mixed

emotions on their living conditions in their host country. Moreover, refugees from Asia and Africa all reported and confirmed receiving assistance from a refugee agency.

Interestingly, only participants from Asia shared information on their school experiences. Participants from Asia revealed their perspectives on their school, their school administration and school peers, the school admission process, their interactions with and the profile of their school peers, and their adjustment and commitment to school. Participants from Asia also disclosed their struggles with their North American English language skills and shared their perspectives on their academic and professional aspirations.

Further, participants from Asia and Africa communicated information on their family and friends in the host country, with refugees from Asia focusing on their friends' origins and the characteristics of their family unit as well as the care that they received from their family, whereas refugees from Africa revealed their interactions with their family and the characteristics of their friends. Participants from Asia also indicated maintaining communication with their social network living abroad.

While reflecting on their pre-migration life experiences, refugees from Asia and Africa discussed their native country's development post-war. Refugees from Asia also shared their definition of peace and information on their native country's geographical profile.

In sum, participants from Asia and Africa revealed their perspectives on the migration to their host country, the assistance they received from their refugee agency, their perspectives on their friends and family post-migration as well as their native country's

current condition. Nonetheless, statements from all participants originating from Africa focused on their life experiences peri- (e.g. perspectives on refugee resettlement) and post-migration (e.g. refugee agency assistance) and not pre-migration (e.g. life experiences in their native country during the war), whereas statements from all participants from Asia included their life experiences pre- and post-migration, particularly their school experiences and information on their social network remaining abroad.

Host country culture

Due to the addition in the data of refugees residing in Canada, a comparative analysis between refugees residing in Canada and those in the U.S. was conducted. Thus, this section focuses on a comparative exploration of the life experiences of refugees originating from the Northeast area of the U.S. (including from New Jersey) and from the Greater area of Vancouver in Canada.

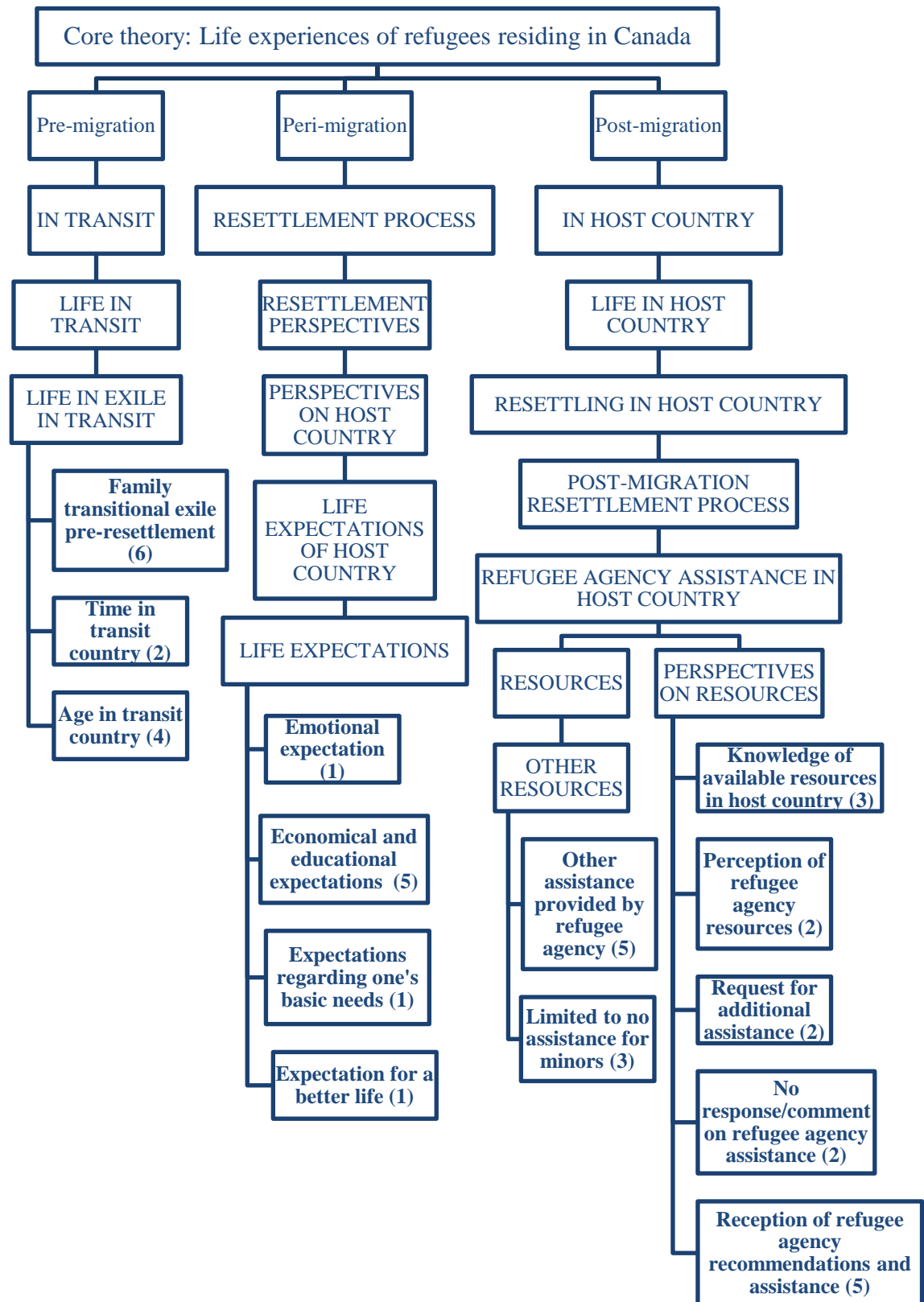


Figure 8. An illustration of pre-, peri-, and post-migration experiences of refugees

residing in the U.S.

Refugees in Northeastern U.S. This section highlights the life experiences endorsed by participants residing in Northeast U.S. (See Figure 8). These experiences included *life in exile in a transit country* (12 units), *life expectations of the host country* (8 units) pre-arrival in the host country, *other* (8 units) forms of support provided by their refugee agency, their *perspectives on refugee agency assistance* (14 units), their indication of a *similar to positive relationship with their sibling(s)* (4 units), the *educational support* from their family (6 units), their *friends' origins* (11 units), statements on their *social network remaining in their native country* (6 units), the *coping strategies* they utilized for their war-related experiences (17 units), and the *war disclosure(s)* (16 units) they engaged in the host country.

Life in exile in a transit country is the first category endorsed by all participants residing in the Northeast area of the U.S. All participants appear to have left their native country and remained in a bordering country before their resettlement to the U.S. Three participants recalled spending four years in exile in a transit country. Regarding to their perspectives on resettlement to the U.S., one participant (John) expected to be “ok” after coming to the U.S. (line 584) while another (John2) anticipated that his father would manage to obtain employment to support his family in the U.S. Participant “Salda” revealed, “They (people) say (that) you are, you are coming in a country where they (people) have a lot of money.” (Lines 308-310).

After resettlement in the U.S., all participants reportedly received *assistance* from a refugee agency, including the welcoming of their family at the airport upon arrival. Other participants mentioned only receiving indirect support, i.e. through resources provided by

the refugee agency to their parent(s). A participant (Salda) stated, “They said that [...] (I’m) 16 so I am not...they can’t do nothing for me yet [...] (all they) did for me was under the name of my mother” (lines 260-261 & 261-262). Interestingly, when inquired of their perspectives on the *assistance* they received from their refugee agency, three of the five participants revealed uncertainty with regards to the specific resources they received, one (Salda) indicated having no specific knowledge of such services, and the remaining participant (Shaira) did not respond on the matter. One participant (Sam) even requested additional employment assistance for himself and his family.

The next category includes reflections from all participants residing in Northeast U.S. concerning their family relationships. This category also shows descriptions of their family unit, which, for all of them, includes one or more siblings. Participants all revealed that they maintained *a similar to a positive relationship with their sibling(s)* post-migration. One participant (John) declared being his sibling’s only confidant when she returned home from school. Furthermore, in relation to the *educational support from family* category, participants mentioned receiving educational support either from their parents and/or their sibling(s). Participant “John2” mentioned, “Like, they (my brothers) can help me on things I don’t know (in school).” (Lines 467).

In regards to their *social network in the host country*, participants revealed their friends’ *origins*. Three participants admitted that their social network included few to no American friends. They also mentioned having “only international friends in the U.S.” (Line 319). Two participants indicated having few to no amicable relationships with individuals originating from their continent of origin.

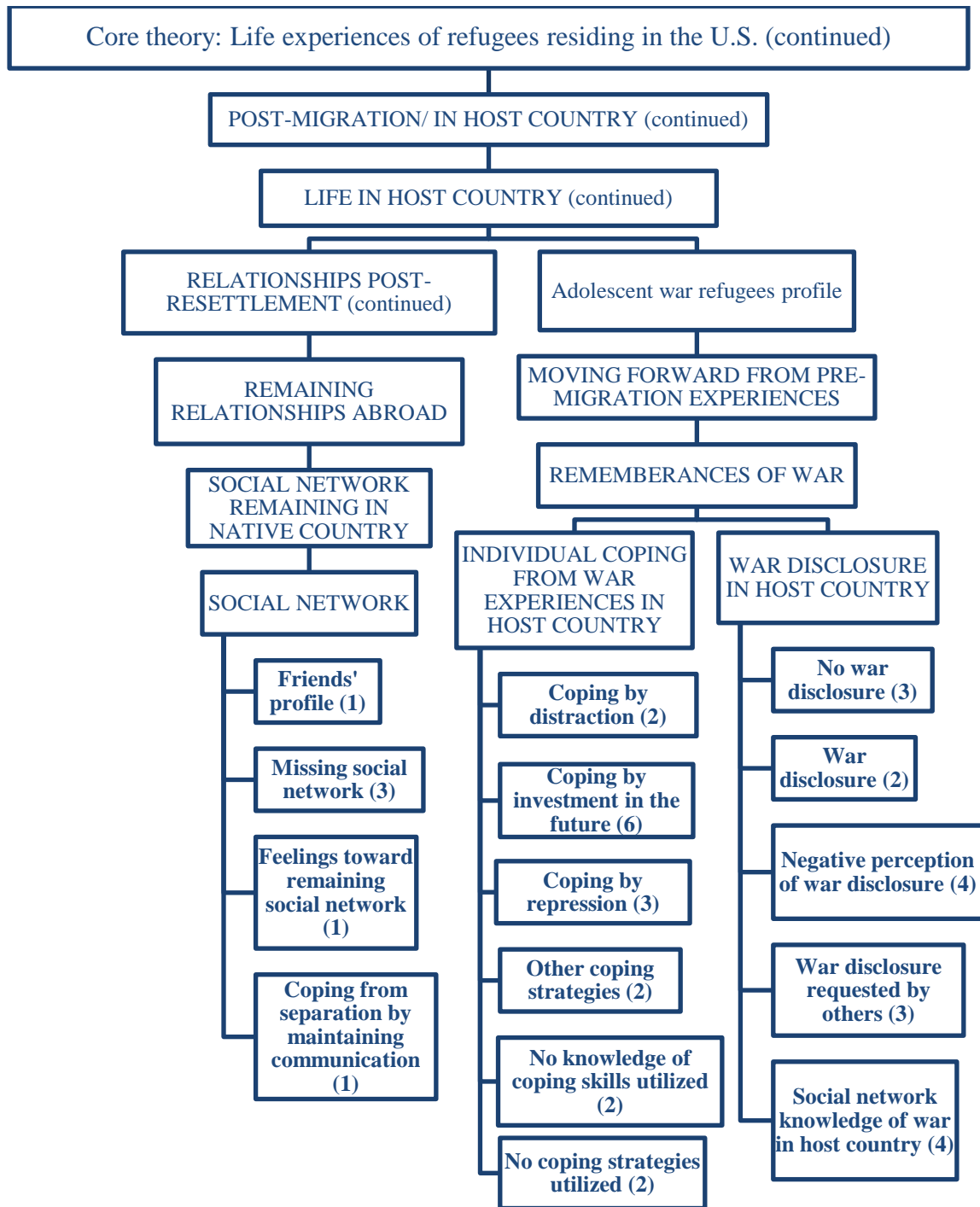


Figure 9. A continuation of Figure 8 which displays the life experiences of refugees residing in the U.S.

All participants residing in the U.S. also reported on their *social network remaining in their native country* (See Figure 9). Three participants expressed missing their social

network which included for one participant “friends, family, and others” (line 683) while another (John2) stated that his friends are missing his family. In addition, one participant (Salda) revealed coping with the separation from their friends and extended family members through maintenance of regular telephone contacts.

Participants also shared how they were *coping from their war-related experiences*. Most participants indicated *coping by investment in the future* which signified their attention to their future rather than to their past war-related experiences. For example, participant “John” declared, “Yeah, I just feel, like, that’s (the war is) over; it’s in the past now. I just look at the future. [...]” (lines 740-742). Participant “Sam” also revealed similar attention to the future. He reported, “I guess, forget about the past. Ugh, I don’t know, I just thought one day that Iraq would be good with no armed forces, no militias, no guns, no weapons, (and) no bombs. (I think) In the bright way, of course. Not negative thoughts, not... Yeah.” (Lines 397-399 & 408). Other participants declared utilizing coping strategies such as *distraction*, *repression*, *avoidance*, or communication with family members during the emergence of a memory of the war. Three participants also mentioned not knowing whether they utilized coping strategies. Furthermore, with regards to whether they disclosed of their war experiences in the host country, most participants indicated either avoiding such disclosure or perceiving it as negative. Participant “Salda” declared, “I...I just...I don’t like to talk about that, that’s all. [...] the only, like, they (my friends) watched *Blood Diamond* (the movie) and they ask myself if that’s true, (the) story. (I said), ‘yeah, it’s my country.’ [...] No (I have not told them about my experience). [...] I find something else (when memories of the war come back). I find something to do. I concentrate (on) doing something (else) with friends” (lines 730-

735, 737, & 755-758). This perspective on war disclosure post-migration aligns with their coping strategies of investment in the future, distraction, and/or repression of war memories. Nonetheless, two participants still reported disclosing their war-related experience(s) upon request at school. Participant “John” revealed, “Yeah, when I’m in school, my teacher, like, he know (knows) many things, like, about our war. (My teacher) he is, like, ‘you are lucky that you survived the war.’ and I said, ‘yeah, I’m lucky.’” (Lines 442-443).

Refugees residing in New Jersey in the Northeast U.S. The life experiences of adolescent refugees residing in New Jersey, U.S. were explored. Noting that the Greater area of Vancouver is a metropolitan city and that the Northeast U.S. consists of multiple rural, urban, and metropolitan regions with each varying cultures, geographies, and resources for refugees, it was decided that an exploration of refugees within a specific area of the Northeast U.S. may be helpful for a cross-continental analysis of adolescent war refugees’ experiences. Three participating refugees resided in New Jersey, Northeast U.S. These refugees also all originated from Africa. Thus, more similarities in their experiences may be discovered because they shared the same place of residence as well as the same continent of origin. The following categories are endorsed by the three participants residing in New Jersey, United States: *How it (the war) occurred* (9 units), *how do we know it (the war) occurred* (15 units), *the reasons for the war* (5 units), *war violence against family* (23 units), *witness of war violence against civilians* (14 units), *social realm during the war* (5 units), *family protection strategies during the war* (22 units), *daily life post-war* (8 units), *family location post-war* (4 units), *updates on separated family members* (3 units), *family transitional exile pre-resettlement* (6 units),

asylum sponsored process (30 units), *knowledge of host country pre-arrival* (5 units), *economic and educational expectations of host country* (3 units), *accompanied by family during travel to host country* (3 units), *experiences after arrival* (to the host country; 5 units), *refugee agency assistance in the host country* (27 units), *first experiences about self in the host country* (5 units), *about host country, adjustment to school system* (in the host country; 12 units), *resettled vs. native country schools* (10 units), *relationships with family members* (10 units), *care received from family* (5 units), *friends' origins* (7 units), *discussion with social network in the host country* (6 units), *remaining relationships abroad* (12 units), *remembrances of the war* (29 units), *native country post-war development* (13 units), *future occupational plans* (7 units), and *interview variables* (6 units).

All participants residing in New Jersey reported of their war experiences. They first revealed *how the war occurred*, specifically how their native country was precipitated into war violence (4 units). Participant “John” declared, “When I was 6 years old and we were at her (my mom’s), at her hometown. So, I was playing under the tree, like, a big tree [...] (and) we had (heard) a shooting and they (people) told me that the rebels are coming.” (Lines 36-38). Participant “Salda” believed that the war begun when “[...] they (the rebels) started cutting hands on people [...] they were just angry” (lines 490 & 497). Participants were also inquired of how they learned of the war in their native country (*how do we know it occurred*). As evidenced above, participants reported being an *eye witness of war violence* (3 units), *auditory witness of warfare* (2 units), *eye witness of architectural war damage* (3 units), a *media follower* (3 units), or *learning from others means* (2 units), including obtaining information from their social network (2 units). For

instance, participant “Shaira” shared, “I think when we (my family) move (moved) to the city and [...] (I saw), like, the men without their arm and I see (saw), like, house (houses) burned down all around [...] I just saw, like, them (houses) already been burned.” (Lines 244-245, & 249). When queried of their perspectives on the reasons for the war in their native country, participants assumed the war begun due to *political and international climate* (1 unit), *self-gain* (1 unit), a *rebel army* (2 units), and for *no particular reason* (1 unit). Participant “John” reported, “No (I have no idea of why these things happened), not at all. [...] (chuckling) well, my mom told me that they (the perpetrators of war) don’t want, like, that they don’t want the government, that they want to overthrow the government. [...] and one time, the president wanted to sack all the soldiers so the soldiers joined the rebels [...] (but also) ugh, sometimes (they did that) for money or for diamonds [...]” (lines 229, 231-234, & 236-241). Moreover, all participants reported on the acts of violence perpetrated either at their family or at civilians. With regards to *direct acts of violence against family*, specifically *the physical harm* (12 units) perpetrated at a family member, participants revealed that their family members were harmed physically, shot, or killed. Participant “Salda” revealed, “When my father went to the village, when the war started, (the rebels) cut off my father’s hand. [...] Yes, they cut my father’s hand. [...] Yeah, this one (showing the left hand), they removed this one (showing the left hand) and the ears, two of them, both (ears) [...] and they just cut his hand off. [...] and they found, (they) took all his living (money) [...] even my little sister, my cousin, they cut her hand. She was three years old. [...] (and) her mom, they kill (killed) her (my cousin’s) mom.” (Lines 80-81, 87, 89-90, 100-101, 104-105, 105, & 160). Participants also reported being separated from their family because of the war. Participant “John”

revealed, “[...] (before the war,) my mom told me that, ugh, her mother was sick so we left my dad and went to the village to take care of her and, ugh, [...] (during the war,) the rebel blocked the road and my dad is (was) on (in) the next town. He doesn’t (didn’t) know where my mom and I are (were and) my mom too doesn’t (didn’t) know where he is (was), where my dad is (was), so they (my parents) separated from that day. Yeah (I did not see my dad for many years after that)...” (Lines 135-136, 137, & 138-142).

Another experience that all participating refugees residing in New Jersey shared was that they witnessed war violence perpetrated at civilians. Participant “Salda” revealed, “(they were) raping women, kids... They was (were) killing people, killing pregnant women. If they (perpetrators of war) meet with them (female civilians), they just take the knife and cut the pregnancy, yeah, stuff like that. Yeah! I saw them! Yeah, killing people...for me, I was little but I remember, yeah [...] they would kill anybody they meet in (on) the street [...] (also) plenty people they do that to them. They cut their hands (and) they cut their feet. [...] (they started) killing people [...] yeahhh (silence 2 seconds)...I see someone (being killed)...and outside they...they...(silence) [...].” (Lines 107-109, 111-112, 118-119, 153-154, 493, & 554). With regards to their daily life during war, participants all mentioned their *social relationships* and the limited social interactions that they engaged in. Participant “Salda” reported playing with her cousins inside her house while participant “Shaira” stated that her family befriended a woman with whom they stayed during and after the war. Additionally, participants revealed strategies that their family engaged in to protect themselves during the war. Participant “John” stated that, “(after hearing the rebels are coming) so, we ran...we ran to the bushes [...] (after an encounter with the rebels), my mom never sent me outside again. [...] (After they removed my

grandmother from her house,) we went down to the town and my mom begged the rebel like ‘please this is her house, give her a room, she can’t walk, she can’t do anything’ [...] my mom started begging (the rebels). [...] (also, when they asked me to join the rebels), I ran away with my mom.” (Lines 38-39, 59-60, 171-173, 175, & 218).

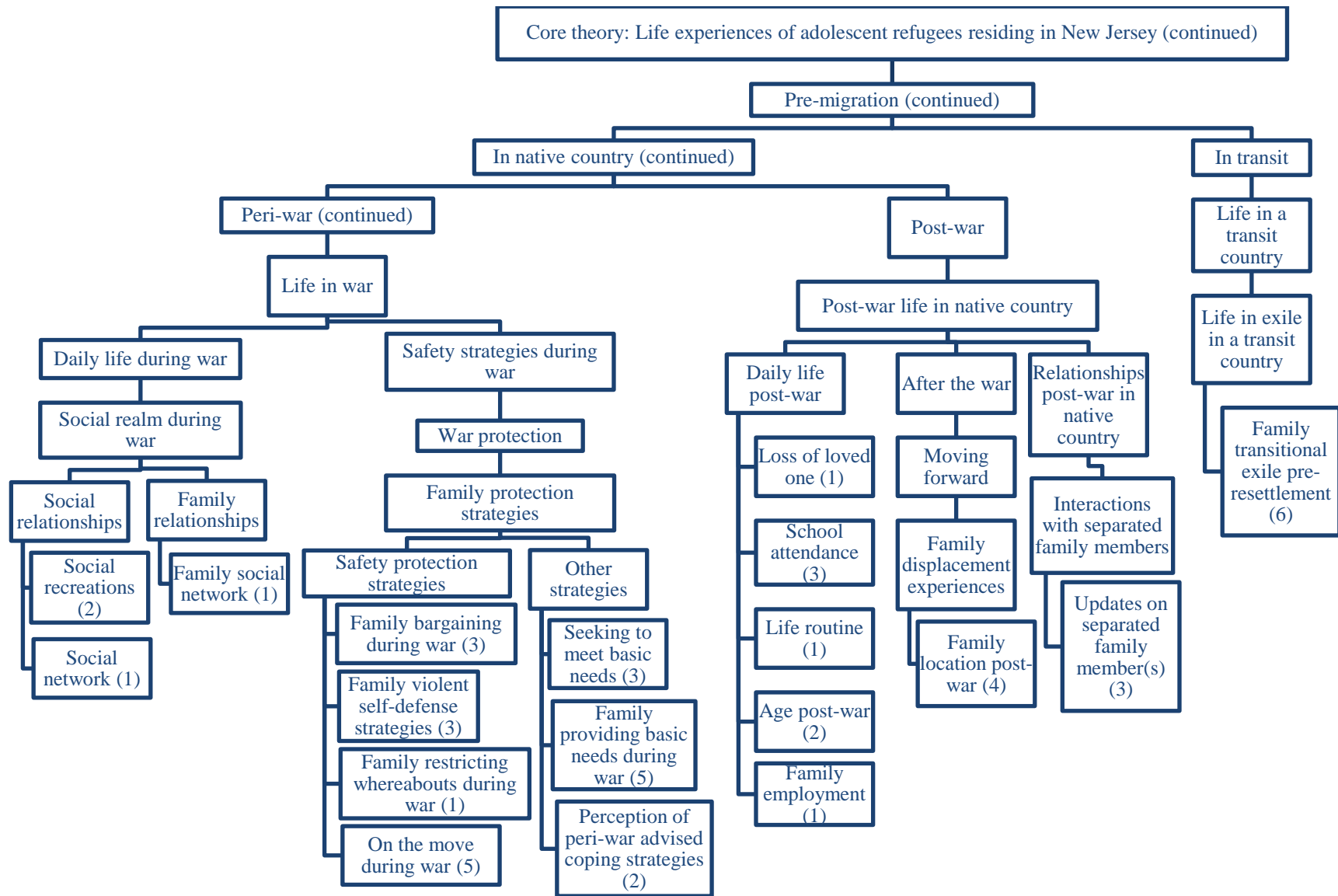


Figure 10. An illustration of pre-migration life experiences of participating adolescent war refugees residing in New Jersey.

After the war in their native country, participants shared their *age post-war* (2), their *school attendance* (3 units), the *loss of a loved one* (1 unit), their *life routine* (1 unit) and their *family employment* (1 unit) (See Figure 11). Participant “Shaira” stated, “ugh, there (in my native country), like, after school, I can go to my grandma’s house.” (Line 433). Furthermore, after the war, participants all revealed obtaining information on their family members who had disappeared during the war (3 units). Participant “Salda” shared that she received regular phone calls from her mother who exiled in a host country while participant “John” received a letter from his father in which he indicated residing in a transit country.

All participating refugees revealed that they exiled in a transit country before their migration to New Jersey. Participant “Shaira” indicated that her family “went to (a bordering country) [...]. We stayed there for a year” (line 48). It is in transit that participants began the procedures to resettle in the U.S. All participants shared the *asylum sponsored application process* (16 units) as well as the *challenges* (14 units) that they faced while in transit. Participant “Salda” reported, “my mom, [...] she made the paperwork for me to come to the United States. [...] I have (underwent) my medical (check-up), everything. [...] There (in my transit country), I went for the interview. They (interviewers) were like ‘where was your mother born?’, ‘was...what was the name of your mother?’, ‘[...] how old am I?’, ‘how old is my mom?’ [...] After the interview, then, they ask (asked) us for a DNA test or whatever (and) I ask (asked), ‘what was that?’ and they said, ‘they had to check’ [...] (to check if I was the daughter of my mother) Yes [...] that’s why we (my siblings and I) stayed so long to come in. [...] that (the request

for a DNA test) was funny [...] and my (flight) ticket, even (for) my ticket, my mom, she said (that) they don't know who (she could ask) to buy my (plane) ticket...cuz (because) she was crying (because) when...as soon as they (my siblings and I) give us the visa, [...] (the day that) we have our visa, is the day she lost her job. [...] yes (my father could not come) cuz (but) my mom just file (applied) for me and my brothers [...]" (Lines 71-72, 177, 178-179, 207-208, 210, 212-213, 215-216, 353-356, & 688-693).

When queried of their *knowledge of their host country* before their arrival, participants indicated having either *a positive impression* (1 unit), *few to no knowledge* (1 unit), and/or *misconceptions of their host country* (3 units). Participants also revealed that they had *economic and educational expectations* (3 units) of their migration to the U.S. Participant "John" mentioned, "(I thought the U.S. was) like, the, the place of, like, opportunity [...] like, if I finish school, I'm gonna (am going to) have a good job" (lines 584 & 585).

With regards to their travel to the U.S., all participants revealed being accompanied by one or more family members (3 units). Post-migration, participating refugees shared unique experiences during the first days of their arrival to the U.S. They mentioned their first activities (2 units), first visits (2 units), and first experience (1 unit) with the U.S. weather. One pertinent experience which all participants shared was the support and assistance they received from a refugee agency. Participants all reported receiving *educational assistance* (6 units), *financial assistance* (5 units), *basic needs resources* (2 units), and *others* (6 units) from their refugee agency. Participant "Shaira" declared, "they gave us food stamp, ugh, Medicaid and money. No (they didn't do anything specifically for me) but they were helping (me through) with my mom." (Lines 184 &

186). When participants were asked their perspectives on the assistance they received from their refugee agency, two participants responded that they had limited knowledge of the resources available at their refugee agency while one participant remained silent when queried of their satisfaction with the assistance they received from their refugee agency. Another participant (John) insisted that he complied with his refugee agency's educational recommendations.

Post-migration *discrimination and harassment* was another category that all participants shared their perspectives on. Participant "Shaira" revealed, "(I do not have American friends) because some of them call me names [...] (they call me) Mama Africa. I don't know (why). [...] I get angry sometimes (because of it)." (Lines 323, 325, & 329). With regards to their host country, all participants provided their general *perspectives* (3 units) and *feelings toward their host country* (3 units). They also commented on their host country's *atmosphere* (2 units), *opportunities* (1 unit), and *culture* (3 units). Participant "John" declared, "(it felt) like, I'm...I'm not in another war, like, I'm in a different planet to (from) war. It was good. I'm in a different place and everything is strange...the streets [...] Well, ugh, many things (have been surprising in the US), like, yeah... [...] (but) not too much (surprising), yeah" (lines 277-278, 282, 545, & 556). Regarding school in their host country, participants revealed how they adjusted to the U.S. school educational system (7 units). They also compared the schools in their host country with those in their native country (10 units). Participant "Salda" declared, "(Going back to school) was ok...Yeah, the first week, it was tough. [...] like, the old semester, it was tough for me. But this year, ugh, I don't know. I know what to do so it's easy. [...] The work (was tough) cuz (because) I don't understand them (the teachers). [...] the way they teach in

my country is not the same here. It's different, that's all." (Lines 275-279 & 282-284).

When queried of their relationships post-migration, participants revealed their *family dynamics*, interactions with their social network, and the *relationships* with their family and *social network remaining in their native country*. With regards to their family, participants provided varying perspectives on the relationships with their parents but indicated *a similar and positive relationship with their sibling(s)* (4 units). For instance, regarding his relationship with his sister, participant "John" declared, "Yeah, I'm the only one that she can talk with at home, like, when she comes from school, we talk a lot [...] ugh, well, (it's) the same thing (relationship). Yeah, the same thing." (Lines 597-598 & 611). Further, all participants noted the emotional (1 unit) and/or educational (3 units) support they received from their family members since their migration to their host country. For instance, participant "Salda" stated, "Ugh, I call my cousin and he help (helps) me with my (school) assignment" (lines 346). Interestingly, one participant (John) who admitted receiving educational support from his parent alluded that he sometimes desired to complete his homework alone. Participant "John" mentioned, "Yeah, when I have, like, a word that I don't understand, he (my dad) help (helps) me. Sometimes if I tell him that I don't remember and (that) I wanna (want to) do it for myself, and he tell (tells) me that 'everyone has something that they are not good at, (and that) no one is perfect.'" (Lines 698-701). Moreover, all participants conveyed information on their social network in their host country. They revealed that they had *international friends* (3 units), few to no friends who are residents of their host country (2 units), as well as *friends from their continent of origin* (3 units). For instance, participant "Shaira" reported, "Ugh, (I have) five (friends at school), like, one is Chinese and another from

Haiti. [...] No (not American friends) because some (Americans) of them call me names.” (Lines 317, 319, 321, & 323). Participants also indicated that they engaged in various discussions with their social network (4 units). Lastly, all participants mentioned of their family and loved ones remaining in their native country. Participants stated that they missed their loved ones still living in their native country and attempted to maintain regular online or phone communications with them. Participant “Salda” shared, “Yeah, I have friends and my aunties and cousins are there (in my country)...and my grandmother. [...] I miss my friends...just think about (it) [...] all those in my country [...] I miss...my...friends... (chuckling), yeah ...[...] I am missing my friends, I am missing my teachers [...] ugh, (5 seconds silence) my dad is in Africa. That’s where he’s living. Everything is ok (for my father in native country)” (lines 201, 393-394, 457,459,662, & 680).

In *remembrances of the war*, participants revealed their current perspectives on the war in their native country. In this regard, participants shared with others their war experiences (17 units) and/or their *remaining knowledge of the war* in their native country (12 units). Participant “Shaira” mentioned, “I do not really remember (anything that happened in the war) [...] like, I only watched the movies [...] (like) Blood Diamond. [...] I really do not know (my feelings about Blood Diamond). (Just) Sad movies [...] I just texted them (my friends) about the movies and I went to my mom and said that it (the movie) sounded, like, real and she said, ‘yeah, it is what happened during the war.’ [...] (but) we (my friends and I) do not talk about that stuff (war in my country)” (Lines 200, 206, 222-225, 226-227-228, 233-234, & 245). With regards to their perspectives on their *native country’s post-war development*, participants revealed their

native country's infrastructure (3 units), *unemployment rates* (3 units), educational levels (4 units), as well as the non-lucrative international assistance (2 units) that still exists in their native country. For instance, participant “Salda” stated, “Now, the president, the new president, is working on to fix the country again (because) cuz they (people) don’t (didn’t) have light but now, they (people) say that they have lights every day [...] many people in my country are behind from school cuz (because) they didn’t go to school [...] You can see, like, 17...17 and 20 year old (people) and you(they) are still in high school in my country because of the war. [...] (Regarding the international assistance), tsk, it’s bad. You can’t depend on someone (rescuers), like, all the time.” (Lines 470-472, 536-537, 538-540, & 708). Finally, participants explored their professional aspirations, specifically their *future career plans* (4 units), their *career decision making process* (1 unit) and the *preparations for their career plans* (i.e. *job timeline*) (2 units). For instance, participant “Shaira” mentioned, “(I want to be) A lawyer because I get, like...I like stuff that a lawyer do, like, on TV.” (Lines 357-378).

Refugees in the Greater area of Vancouver, Canada. This section explores the life experiences of five adolescent war refugees who reside in the Greater area of Vancouver, British Columbia, Canada. The following categories comprised declarations made by all these five participants: their *knowledge of host country* pre-arrival (16 units), their *expectations of the host country* pre-arrival (7 units), *considerations* (4 units) before resettlement travel, their reactions *on the plane* (8 units) to their host country, their *perspectives at arrival* (9 units) in the host country, their *first stop* (5 units) after leaving the airport, the post-migration *refugee agency assistance* (18 units) they received, the *length of time* (4 units) that they have resided in the host country, their *perspectives on*

life in the host country (15 units), their *perspectives on the host country* (25 units), their perspectives on the *environment in the host country vs. in their native country* (8 units), the *relationships with their family members* (11 units), their *friends' profile* (18 units), their perspectives on their *native country post-war development* (16 units), and their perspectives on their *future career* (11 units).

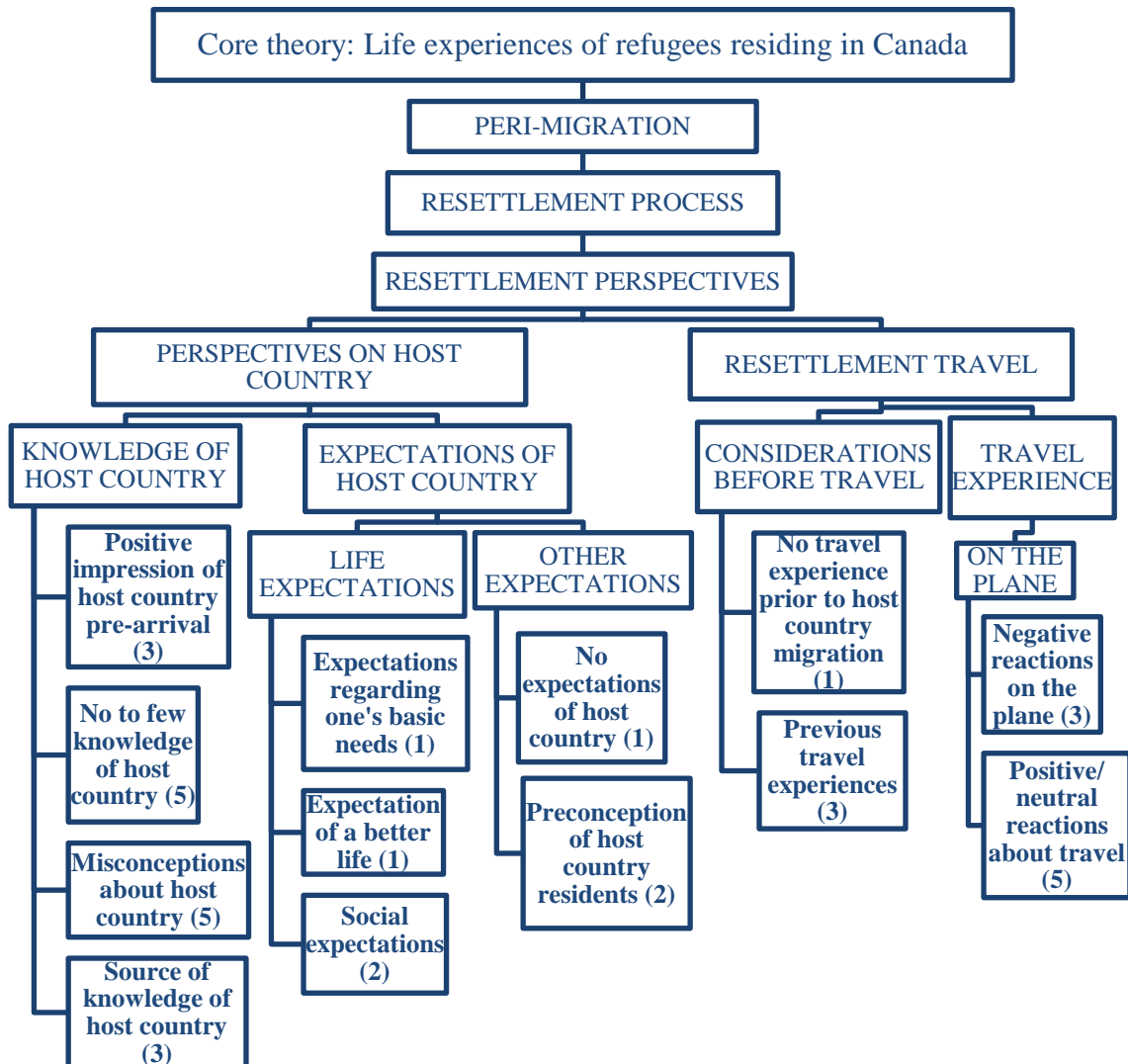


Figure 11. An illustration of the peri-migration experiences of refugees residing in Canada.

The first category including statements from all participants residing in the Greater area of Vancouver was *knowledge of host country* (See Figure 11). In this category, participants reported of their knowledge of Canada before their arrival. For example, a participant (Megan) who had a positive impression of Canada before arrival and pictured Canada as a country with a better educational system. Another participant (Mario) expected to breathe purified air and see no pollution or contamination in Canada. In regards to their *life expectations*, participants indicated anticipating positive changes in their life post-migration to Canada. Two participants hoped for a better life in Canada while another participant (Megan) expected having a more secure life in Canada. One participant (Keita) also reported expecting to see Caucasian individuals at arrival. He revealed, “[...] (chuckling), the funny thing (is), when we got out (of the plane), ugh, we were expecting quite a lot of White people (in our host country) [...]” (lines 415-416). All participants also discussed other issues they reflected upon before their travel to Canada, one of which being their previous travel experiences. Three participants reported having flown before while the remaining two had not. *On the plane*, participants’ experiences were either *negative* and/or *positive*. For example, a participant (Keita) reported the flight to be good and interesting while another participant (D.K.) stated that his family did not like and did not consume the North American meals offered on the plane.

Participants’ *perspectives at arrival* also varied, with one participant (Megan) liking Canada’s bilingualism at the airport and another participant (D.K.) declaring Canada to be very cold. Participant “Keita” reported, “When we got out (of the airport), we saw, ugh, an Indian with a tie on his head and a lot of them because there were taxi drivers

with it and then, (chuckling) it was really funny because that's the moment that we (my family and I) thought [...], like, 'are we at the right place?', 'is this it?' [...] and it's (it was) almost, ugh, winter. [...] when we came out, I was expecting to be [...] shaking but it was bearable. [...] and, ugh, yeah, it was good." (Lines 416-426). Participants then discussed their *first stop* after leaving the airport. Two participants went to their refugee agency after arrival. Another participant (Megan) stated not remembering while the remaining two indicated staying with family or friends. With regards to *refugee agency assistance*, participants mostly mentioned referrals and engagement in *social activities* either administered or sponsored by their refugee agency. Four of the five participants reported current and/or past participation in a youth program with focus on acculturation and increase of knowledge about Canada and its culture. Regarding his refugee youth program, participant "Mario" declared, "Ugh, it's (the program is) a good idea for the Latin American refugee youth that comes here. They (Latin American refugee youth) can have this...a...it's the objective...it's about the Latinos come (coming) together [...] it (the program) tries to break that idea that say (says) that we are Mexicans, we are [...] (brown skinned) and we are [...] (distinct) and all those things. For me, it seems very good because I think the Latinos are not really together. Other (Another) thing will be that I talk more since coming here (to the Latin American youth program). This diversity that is here (in my host country), it's what we learn the most. Now, I am in a group like this one. People know me. Now, I am part of the group for refugees from Latin America." (Lines 461-462, 465-466, 468-470, & 638-639).

Furthermore, participants revealed the *length of time* they had been residing in Canada, which ranged from one to 5 years. Upon inquiry about their *perspectives on life*

in Canada, three participants revealed having a positive life in Canada. Others had an ambiguous opinion and reported witnessing “good and bad things” in Canada (lines 575-576). One participant (Tiara) mentioned that despite having anticipated better amicable relationships, she was not “really” disappointed with her life in Canada. As for their general *perspectives on their host country*, one participant (D.K.) mentioned the rapid emergence of cold weather during the winter. Another participant (Mario) expressed being surprised by the lack of violence or “bad things” happening in Canada. Additionally, participants provided their *perspectives on Canada’s* culture. One participant (Keita) argued that, “If it was old generation (in Canada), Black people would really hate the White people but right now, we are just bonding. Some, some White could date a Black chick (girl) and the other Black guy, (the) Black guy is gonna be alright because they are friends” (lines 495-498). Participants also compared Canada to their native country’s *environment*. Four participants focused on Canada’s better infrastructure and another participant (Megan) mentioned not experiencing snow in Africa. One participant (Tiara) also remembered finding products less expensive in her native country than in Canada.

In the category *relationship with family members*, participants provided various responses on the relationships with their family members: They stated having either a great, or same as before, or even not a close relationship with their family unit, which includes their parent(s)/guardian(s) and/or sibling(s). Participant “Tiara” reported, “So, in that way (in terms of sharing personal issues), I do not have a connection with my family [...] our relationship, for me and my parents, they were (it is) not strong, like compared to my sister, she would always, like, tell (my parents) everything [...] cuz (because) my

sister and my dad are really close and even my mom (is closed to her) too sometimes” (lines 655 & 662-665). Participants also reported on their *friends’ profile*. A participant (Megan) indicated that all of her friends were school peers who spoke different languages and originated from different parts of the world.

In *native country post-war development*, participants offered their perspectives on the development of their native country after the end of the war. A participant (Mario) reported that the war was still ongoing and that the president of his country was reportedly lying about the absence of problems in his country. Participant “D.K.” stated, “Yeah, yeah, the independence (of my native country). It was awesome, it was awesome [...] What’s greater than the fact that there is gonna (going to) be a new country, is that they are gonna (going to) be building some new stuff there, right? No more wars, no more anything.” (Lines 722, 732-734). Another participant (Keita) expressed not being worried of his native country’s development due to his current powerlessness in changing his native country.

Lastly, participants all shared their perspectives on their *future career*. One participant (Mario) responded being uncertain but seeking a career which requires working in varied rather than identical tasks. One participant (Keita) stated that he believed that he would not be able to become the president of his native country. He declared, “I am not worried about it (my country) because even if I worry about it, right now, I cannot do anything about it. When I grow up, not ‘grow up, grow up, up,’ but when I have a little power, I can go there for (with) money and I can go there and build the pump for all for, ugh, water or something, just to help improve it a little bit, right? Because I cannot be, I am not going to be the president of this country. You know, I

cannot change it by myself. All that I can do is just little, just something like that.” (Lines 663-669).

Comparative analysis: All refugees residing in New Jersey, Northeast U.S. vs. in the Greater area of Vancouver, Canada. A comparison between the life experiences of participating refugees residing in New Jersey, Northeast U.S. and those in the Greater area of Vancouver, Canada is provided below. It is still recommended to review this section with caution because other factors (i.e. participants’ personal characteristics) may have impacted the degree and/or the topic of their disclosures.

Similarities and differences did emerge from the stories of participants residing in New Jersey or in Vancouver. All participants located in New Jersey and in Vancouver shared peri- and post-migration experiences. Peri-migration, participants reflected on their knowledge and expectations of their host country. Participants residing in Vancouver had various expectations of their host country while participants in New Jersey anticipated economic and educational opportunities in their host country. Participants in Vancouver also considered their previous travel experiences before their flight to Canada. During the migration to their host country, participants in Vancouver shared their (positive, neutral, and/or negative) perspectives on their travel whereas participants in New Jersey all indicated being accompanied by their family to the U.S.

With regards to their post-migration experiences, participants residing in New Jersey mentioned their first activities, first visits, and first experiences with the four -season U.S. weather whereas participants living in Vancouver revealed their first experiences (i.e. first trip) upon arrival and their general perception of their new surroundings. Participants

from Vancouver also shared their positive and negative views of their host country. They compared their life and environment in their host country with the one in their native country.

When queried of their current perception of their host country, participants residing in Vancouver reiterated their views on their host country's cold weather and also noted its modern infrastructure, while participants from New Jersey revealed their host country's culture, atmosphere, and life opportunities. Participants from New Jersey also disclosed their experiences of harassment and discrimination in the U.S.

Further, all participants reported on the assistance that they received from their refugee agency. Participating refugees residing in New Jersey declared that their refugee agency primarily offered resettlement-related services (i.e. basic needs resources, financial, educational and other pre-arrival resources) whereas refugees in Vancouver all reported that in addition to resettlement services, they were referred to and participated in social group activities for refugee youth.

With regards to their life in their host country, participants residing in New Jersey reflected on their school experiences. They compared the school in their host country with the one in their native country. They also admitted that they were gradually adjusting to their host country educational system. In addition, all participants revealed their social relationships post-migration. Participants residing in Vancouver shared their varying perspectives on the relationships with their parents, whereas participants in New Jersey indicated having a positive to similar view of their relationships with their siblings as well as receiving emotional and/or educational support from their family in their host

country. Moreover, participants in Vancouver and in New Jersey noted that their friends originated from a country other than their host country. Participants from New Jersey even revealed friendships with residents originating from their native country with whom they engaged in various discussions. Participants residing in New Jersey also reported on their social network remaining in their native country.

Finally, while participants from New Jersey reflected on their life pre-migration, participants from Canada did not and only shared their perspectives on their current and future (i.e. career aspirations) life. Participants from New Jersey did reflect on their native country's condition post-war and their current war-related knowledge, including sharing with others on their war experiences. They also reported on their career aspirations as well as plans to attain their professional objectives.

Research question 1c: If similar themes emerge across refugee groups, do these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?

In this section, an ecodevelopmental hypothesis of post-migration adaptation of adolescent war refugees is described. The developed theory is viewed as a hypothesis of post-migration because it emerges from ten adolescent war refugees. Thus, this section reviews the elaboration process and the components of a hypothesis of post-migration adaptation. It then compares the developed hypothesis of post-migration adaptation to Ryan, Dooley, and Benson (2008)'s resource-based socio-ecological model of post-migration adaptation of refugees.

Elaboration process of the theory

Adaptation is defined as “the ability to adjust to new information and experiences. Learning is essentially adapting to our constantly changing environment. Through adaptation, we are able to adopt new behaviors that allow us to cope with change” (Cherry, 2011). In the definition of adaptation, several key words are noticeable: adjustment, new information and experiences, learning, changing environment, and new behaviors. These key words were reviewed to understand the meaning and the underlying concept of adaptation.

After reviewing the definition of adaptation, the life experiences of participating refugees were examined. During this process, it became apparent that any theory or hypothesis of adaption ought to take into consideration the experiences of refugees before migration to their host country. The multiple pre-, peri-, and post-migration experiences of participants contain *stress*-related factors which were believed to impact their adaptation. Lazarus and Folkman (1984) define stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her *resources* and endangering his or her well-being” (p. 19). For participants in this study, these stressors included war-related situations, their resettlement process, their travel experiences to the host country, their separation from family due to war and many others. Furthermore, in addition to stress-related factors, the life experiences of adolescent war refugees also include *resources*, internal or external, which are perceived as positive influences in post-migration adaptation. Resources provided by refugee agencies, for example, are primordial during the commonly stressful resettlement process. Indeed, the present study aimed at exploring the experiences of adolescent war refugees who were constructively adapting to their new environment.

Thus, all participating refugees directly or indirectly received *resources* from a refugee agency or a refugee program.

Accordingly, this hypothesis of post-migration adaptation of adolescent war refugees is composed of influences on and the underlying tenets of adaptation. Influences refer to factors positively or negatively influencing adaptation. The factors that positively influence adaptation were defined as *resources* while those that were determined as negatively impacting participants' adaptation were considered as *stressors* of post-migration adaptation. Thus, the life experiences of participating adolescent war refugees were first evaluated as either influences on adaptation or components of adaption (See Figure 12).

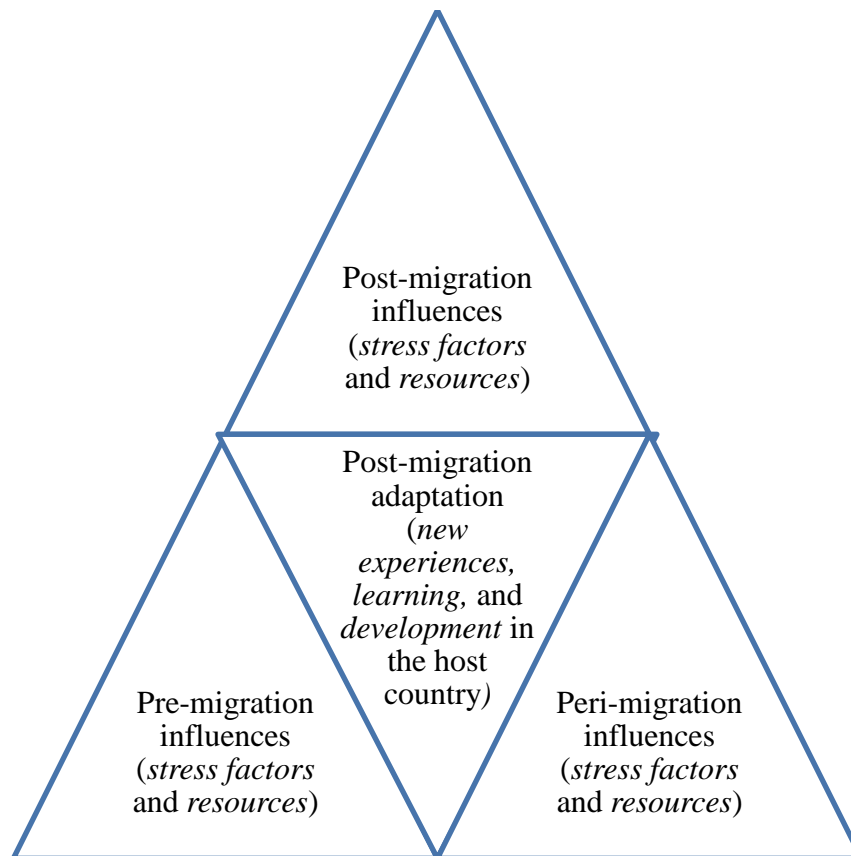


Figure 12. The illustration of the developed socio-ecological stress and resource-based hypothesis of post-migration adaptation of adolescent war refugees (Ngoubene-Atioky, 2011).

Thereafter, the remaining categories and meaningful units that were not perceived as either a resource or a stressor were examined. These categories surprisingly touched upon the aforementioned key words of adaptation. The categories in the data aligning with the components of adaptation were *unique experiences post-migration, personal adjustment post-migration, family adjustment post-migration, school adjustment in the host country, perceived changes in self since migration, perceived changes occurring in the host country*, and many others. Following the grounded theory approach, the next step consisted of grouping similar categories and meaningful units into higher level categories. After multiple revisions and readjustments, the high-level categories *new experiences, learning, and development* emerged. These high-level categories became the primary components of the current hypothesis of adaptation.

Ecodevelopmental stress and resource-based hypothesis of post-migration adaptation of adolescent war refugees

This section overviews the developed socio-ecological stress and resource-based hypothesis of adaptation of adolescent war refugees. As described above, this hypothesis consists of influences on and components of adaptation of adolescent war refugees residing in the Greater area of Vancouver in British Columbia, Canada or the Northeast area of the U.S.

Influences on adaptation

Influences on adaptation include stress factors and resources that have affected participants' adaptation. Stress factors and resources before, during, and after migration are reviewed below.

Pre-migration influences

Pre-migration influences are defined as factors occurring before a refugee contemplates permanently leaving his or her native country. These influencing factors are classified into two subdivisions: pre-migration stressors which are deemed to negatively impact post-migration adaptation and pre-migration resources which positively influence participants' adaptation to Canada or the U.S.

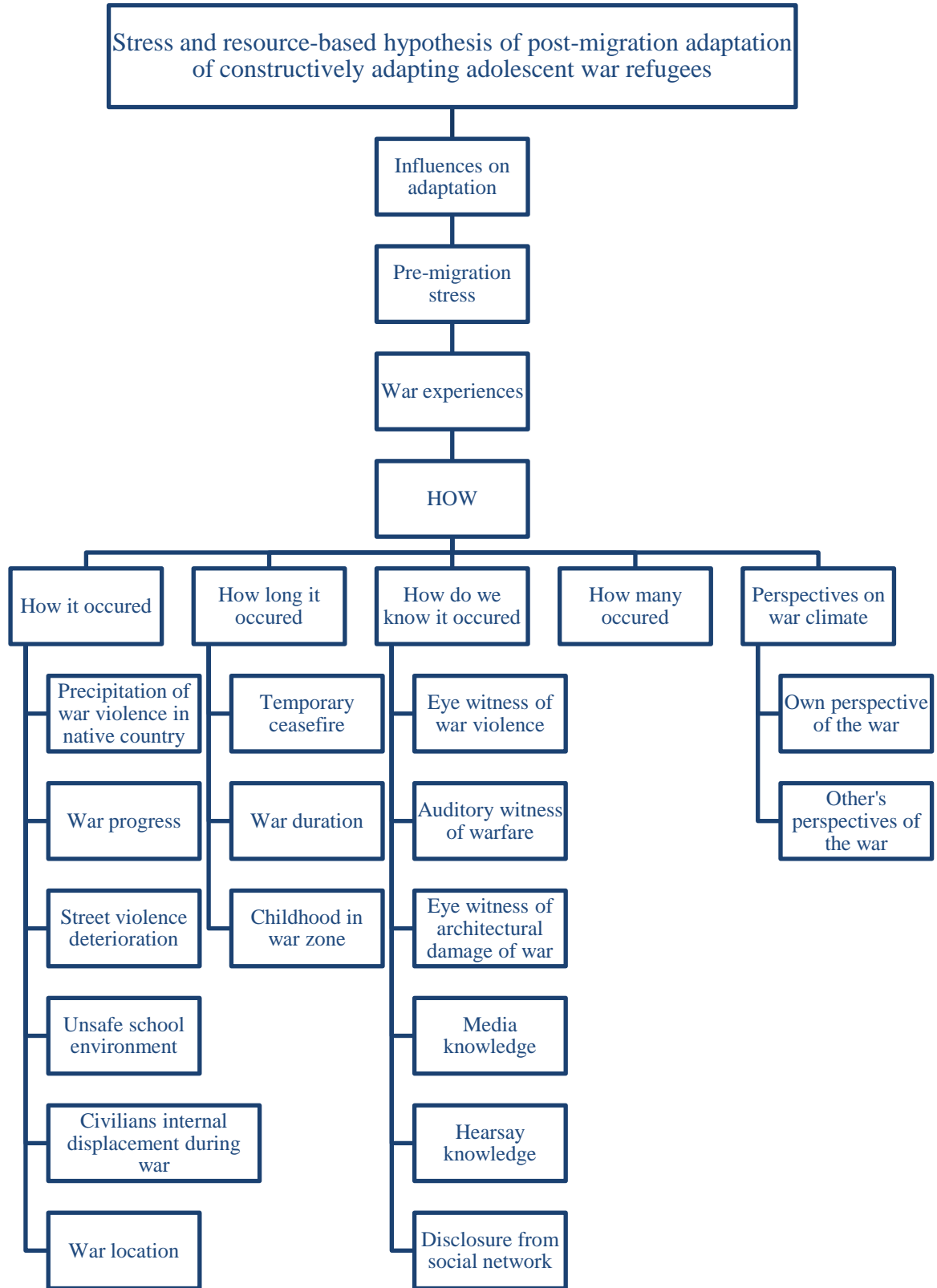


Figure 13. Illustration of pre-migration war-related stressors influencing post-migration adaptation.

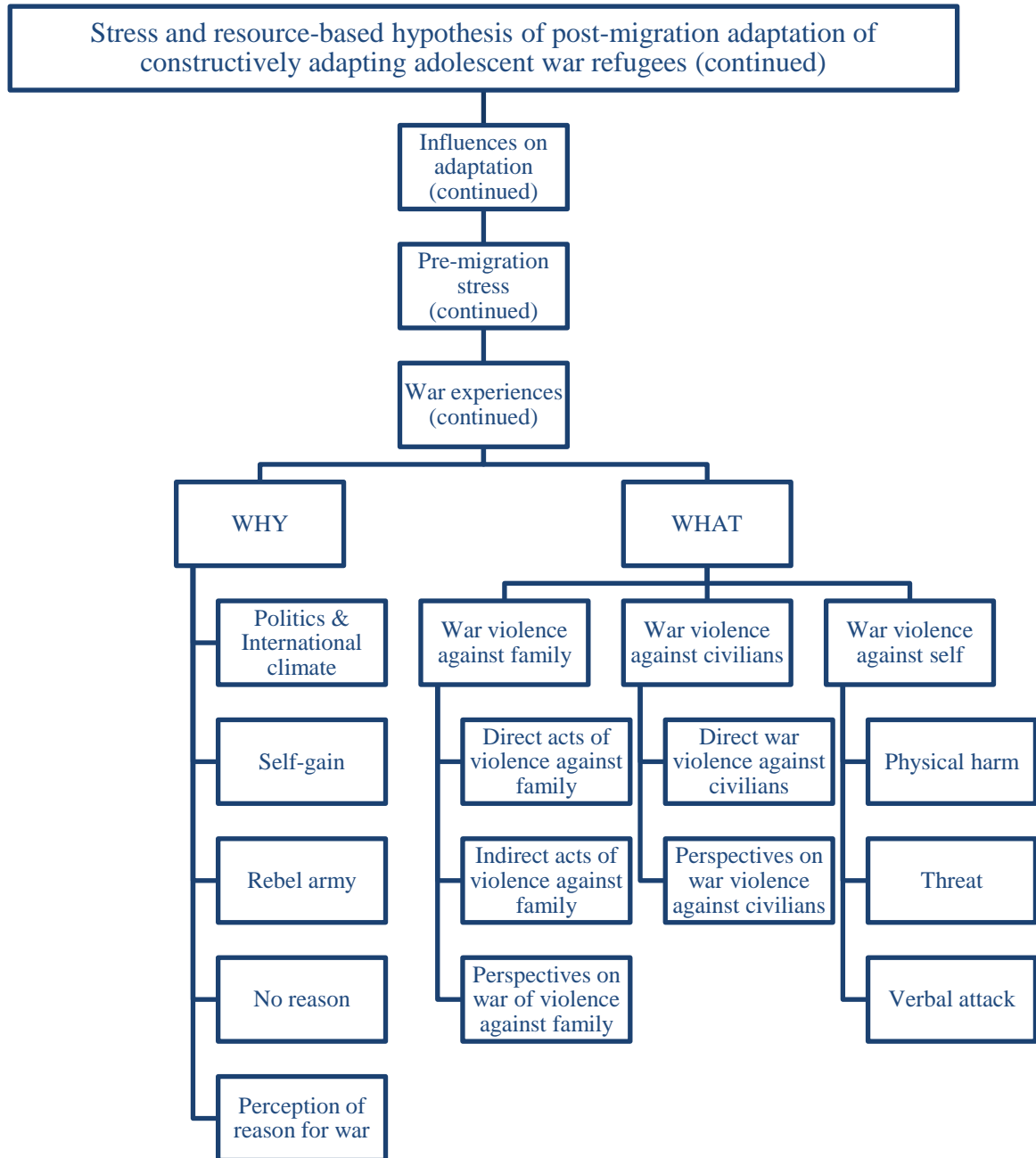


Figure 14. Continuation of Figure 13 which displays pre-migration war-related stressful factors affecting post-migration adaptation.

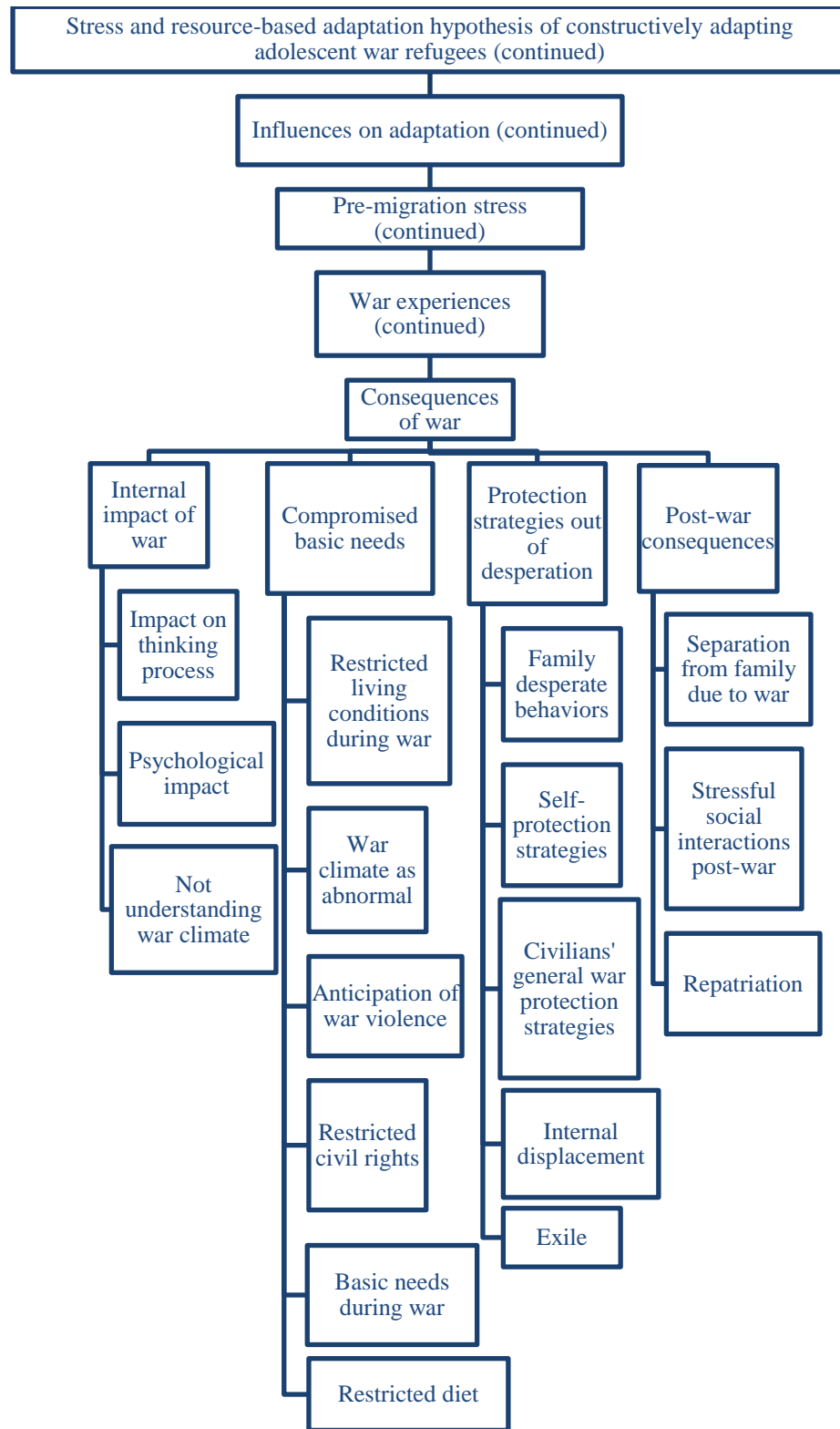


Figure 15. Continuation of Figures 13 and 14 which display pre-migration stressful factors affecting post-migration adaptation.

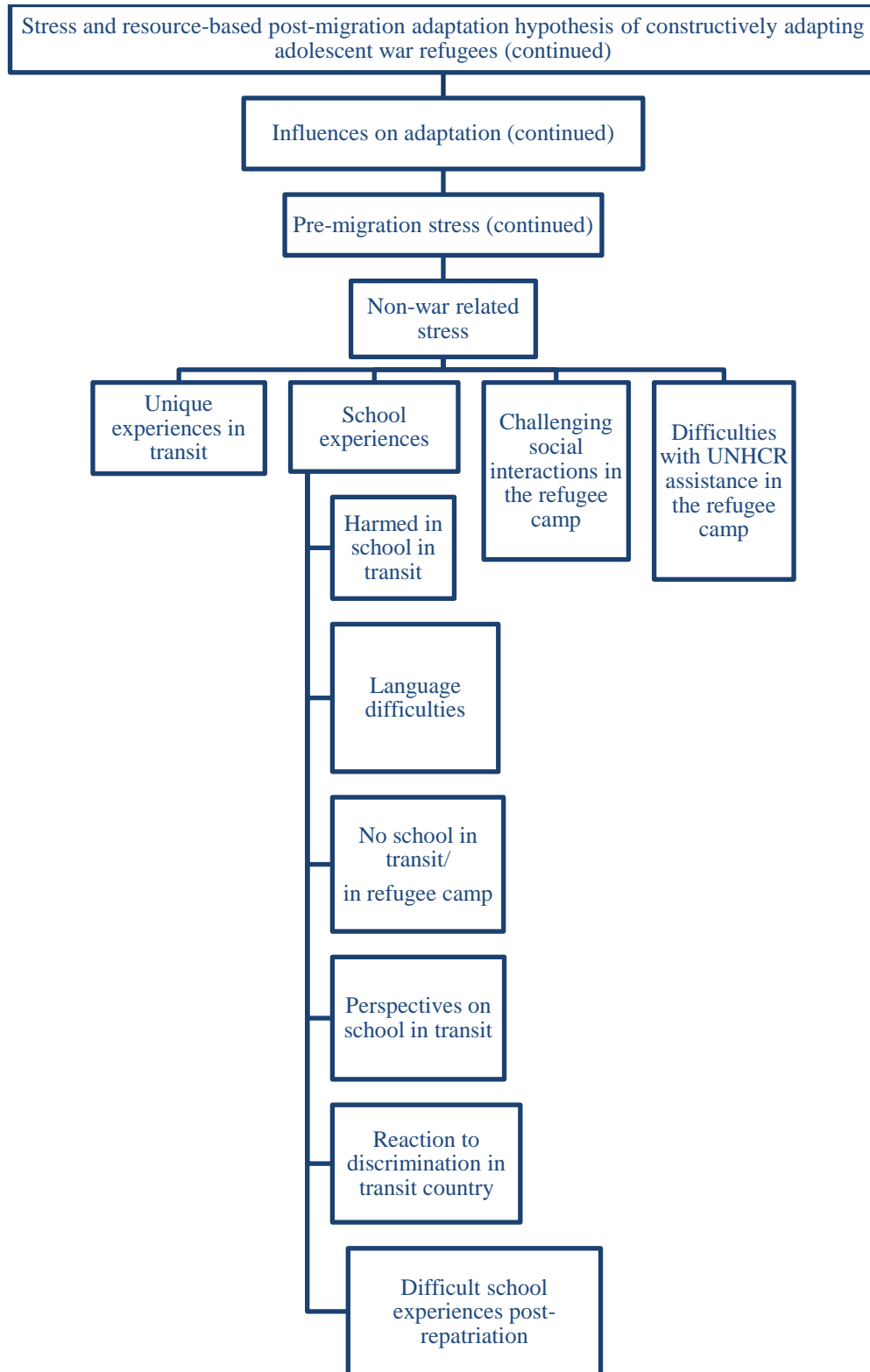


Figure 16. Continuation of Figures 13, 14, and 15 which display pre-migration stressful factors affecting post-migration adaptation.

Pre-migration stress. Stress factors which occurred before participants' migration in their host country are defined as pre-migration stressors. These included participants' *war experiences*, perceived *consequences of war*, and *non-war related stressors*. *War experiences* touches upon the nature of participants' war exposure (See Figures 14, 15, & 16). For example, a prolonged auditory witnessing of war-related violence is viewed as a life stressor which may impact one's ability to adapt to a host country. Participant "Salda" revealed, "In the evening, when everybody is in, you can't hear nothing at that time (outside), you just hear the gunshot. Yes, just hear gun...they fight... everyday." (Lines 543-545). Along with *war experiences*, *consequences of war*, participants' internal (*Impact on one's thinking process, feelings toward war experience, and psychological impact*) and external (*compromised basic needs, protection strategies out of desperation, and post-war circumstances*) effects of war are viewed as stressful influences on post-migration adaptation. Further, during the examination of the life experiences of participating refugees, a series of non-war related stressors pre-migration were discovered. For example, one participant (Sam) mentioned experiencing discrimination from school peers in his transit country. Another participant (Shaira) reported the consequences of the separation from her father because of the war in her country. She said, "Other kids (in my transit country) keep (kept) on telling me that I do not have any father [...] at the house that we live (lived) in, I remember (that) the kids had their fathers. They (the kids at our house) were, like, 'that's my uncle, who is your dad?' I was, like, 'I do not know where he is.' Kids...they keep (kept) on telling me that my father is (was) no more and I was, like, 'I do have a dad!' and they would, like, 'where is he?' and I would, like, (say) 'I do not know.' (I felt) Sad." (Lines 60-61, 67, 73-75, & 78). These

non-war-related pre-migration stressful experiences are also included in the pre-migration stress section.

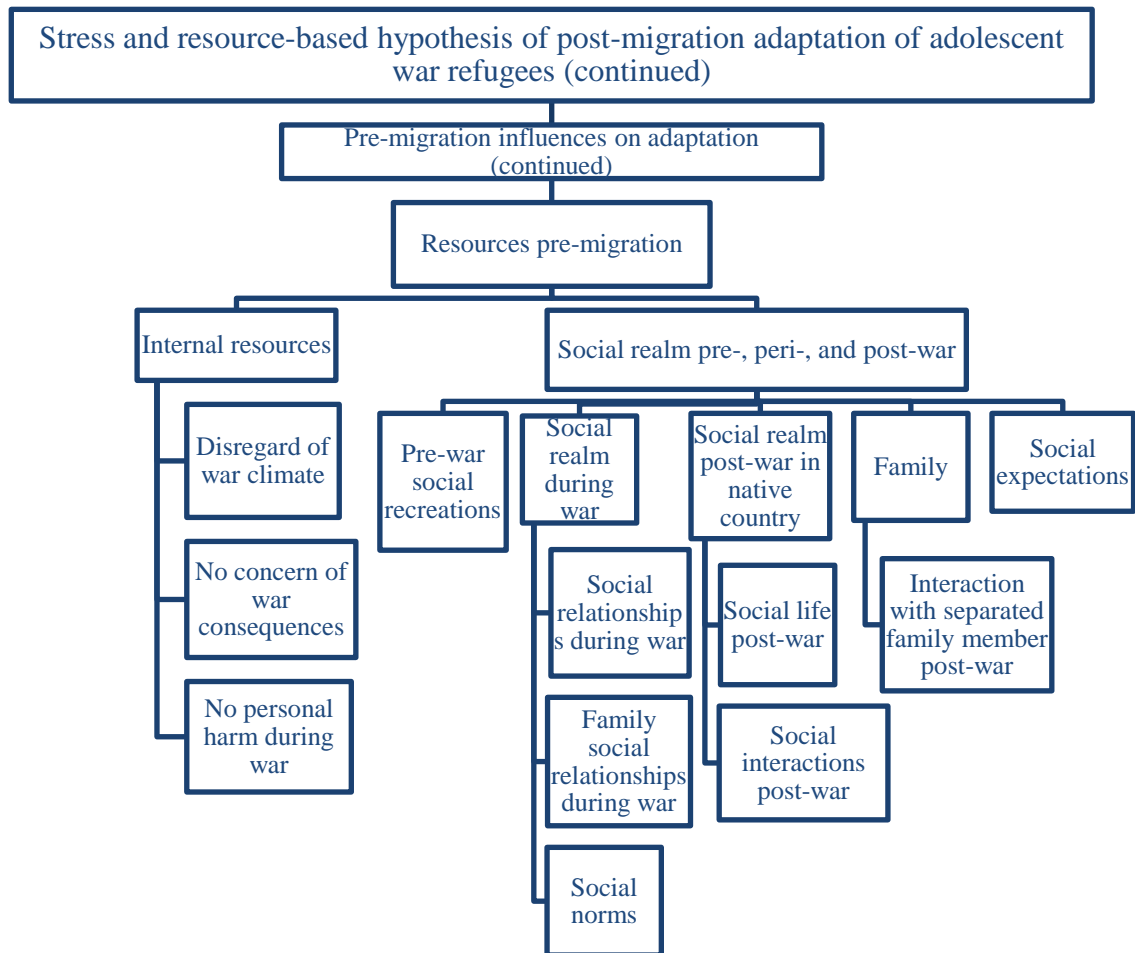


Figure 17. Illustration of the pre-migration resources impacting refugees' post- migration adaptation.

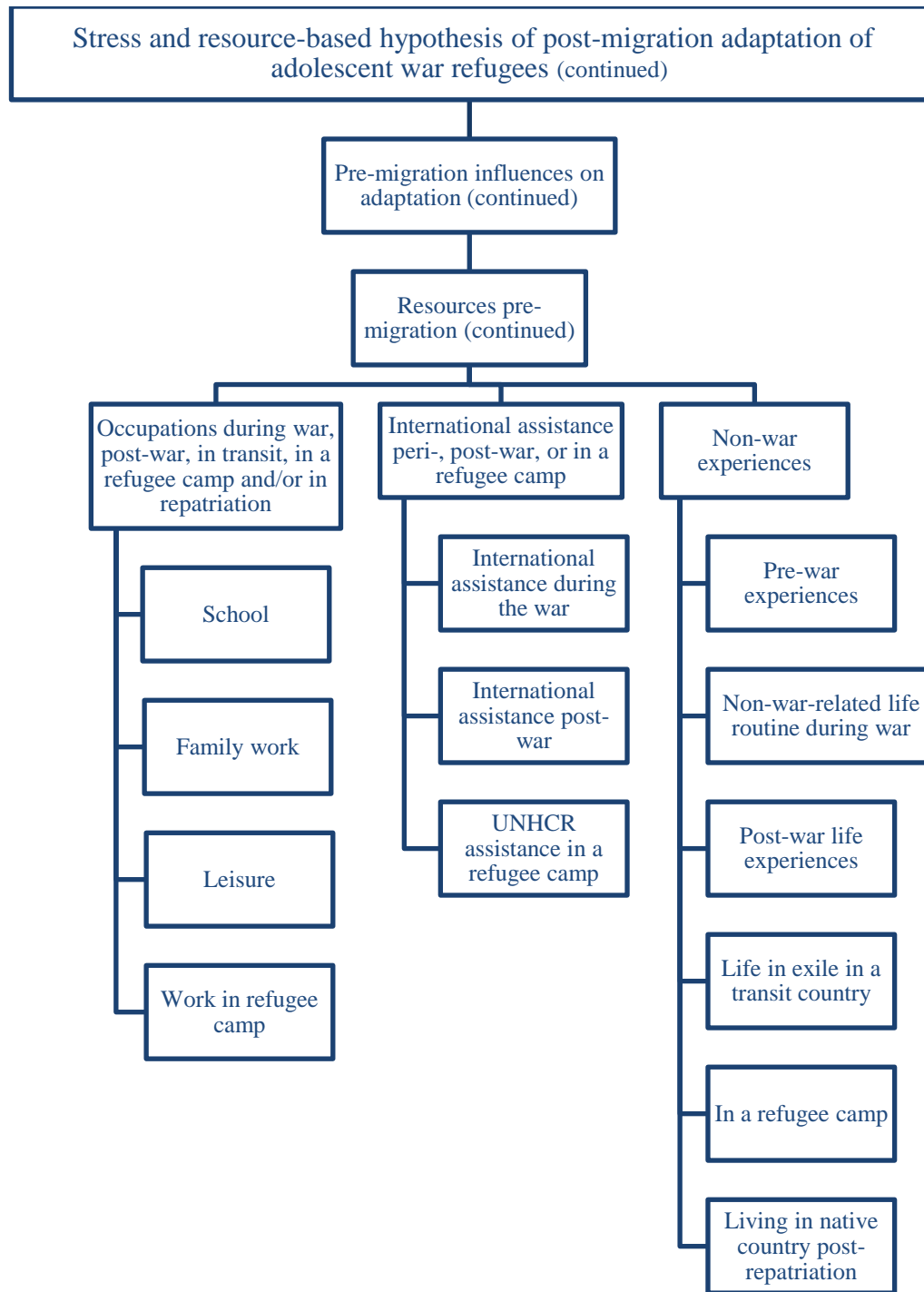


Figure 18. Continuation of Figure 17 which display pre-migration resources impacting refugees' post-migration adaptation.

Pre-migration resources. Participants revealed pre-migration factors influencing post-migration adaptation (Figures 17 & 18). Pre-migration resources include internal resources (*disregard of war climate*, a lack of *concern over war consequences*), social network pre- and post-war (*social relationships, family social relationships, family*, and *social expectations* within their social network) and occupations during the war, after the war, in transit, in the refugee camp or in repatriation. Occupations such as school, family work, leisure, or work in the refugee camp were perceived as positive by participants. For example, participant “Sam” revealed, “I was, ugh, seventeen, yeah, (when I started working) [...] Oh, yeah, you know, (I did) almost everything. You know, delivery boy, salesman, ugh. [...] and (at work) you have the responsibility, you have the respect, you know, loyalty for your boss, everything. [...] Ugh, when I worked in [...] (my transit country) (in) my place, you know, a lot of tourists came to me to buy some stuff. So, I had to speak English. [...] You know, I got used to it, take responsibility. I work from 10 AM to 10 PM, then, get my paycheck, (and) then, go home. I just got used to it.” (Lines 48-50, 52, 59-60, 138-139, & 232-233). Another participant (John) declared enjoying playing soccer with his neighbors while in a transit country. Other resources included international assistance during the war, after the war or in a refugee camp. For instance, one participant (D.K.) indicated that UNHCR assisted his family with the travel to and from the UNHCR agency during the resettlement application process. As with the sub-subdivision pre-migration stressors, non-war-related experiences viewed as positive or neutral rather than negative were thus included in the *pre-migration resource* sub-division. For example, participant “Keita” recalled positive memories of his life in a refugee camp. He indicated, ““It was...it was good. It was really good. I like it because I

was a kid then. [...] So, I was just relax and do (did) whatever they (my parents) wanted me to do and then, I ate at the end of the day and (had) nothing to worry about. But, so far from me, it was really really awesome.” (Lines 73-76 & 77). These non-war life experiences are believed to facilitate the adaptation to the host country because they reveal that participants had prior experiences of non-war climate(s) and could now adapt to another non-war climate.

Peri-migration influences

This section explores participants’ stressors and resources during their period of migration to Canada or the U.S. The pre-migration influences refer to factors occurring during the time period from the moment a refugee decides to permanently leave their native country until the end of the refugee’s travel to a host country. These peri-migration influences consist of *peri-migration stress* and *peri-migration resources*.

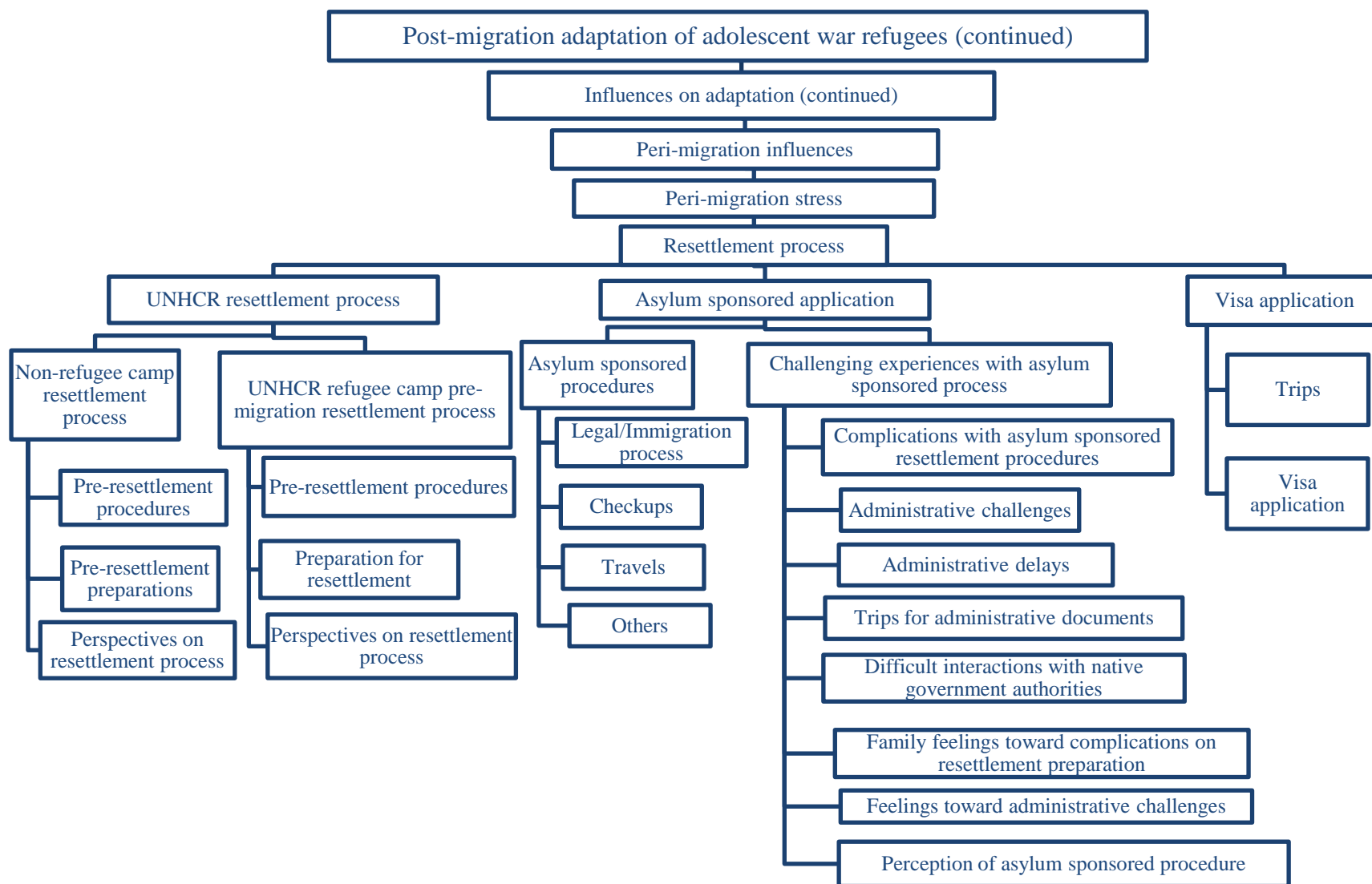


Figure 19. Illustration of the peri-migration stress influencing post-migration adaptation.

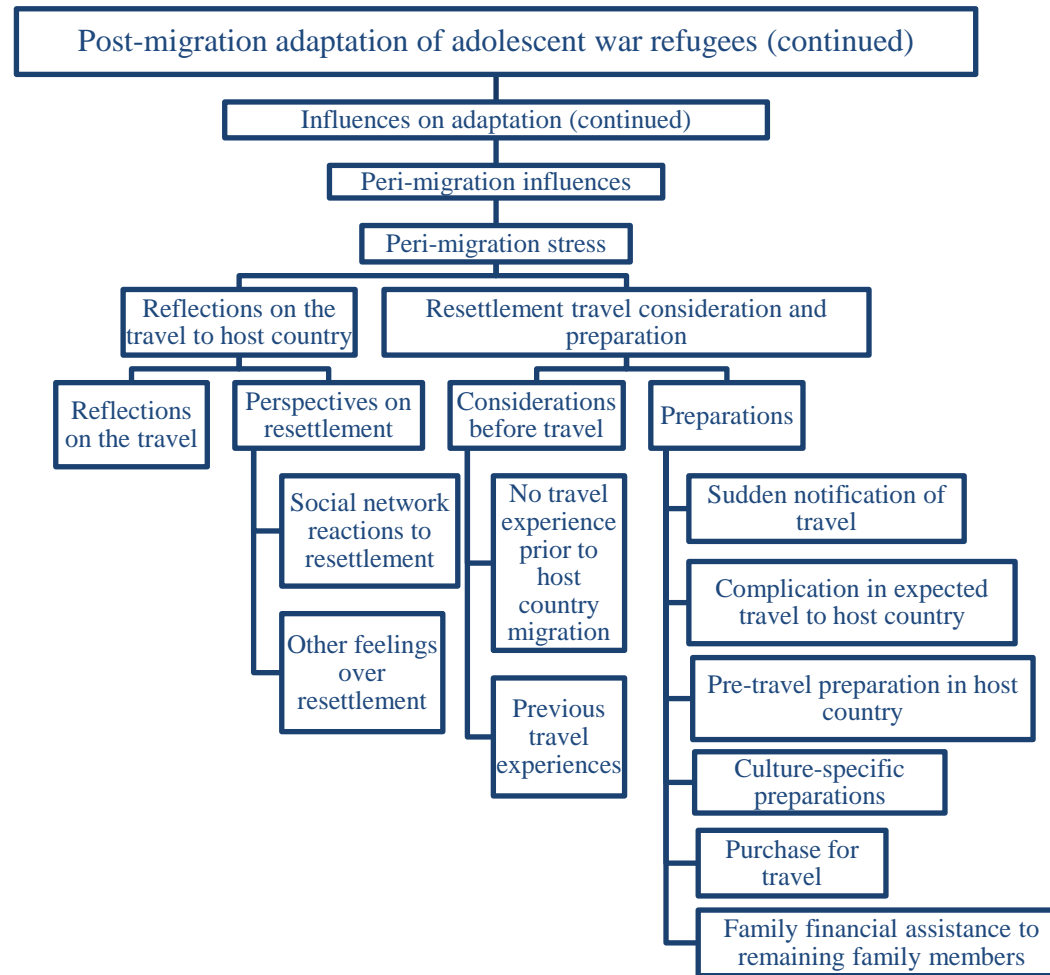


Figure 20. Continuation of Figure 19 which illustrates the peri-migration stress influencing post-migration adaptation.

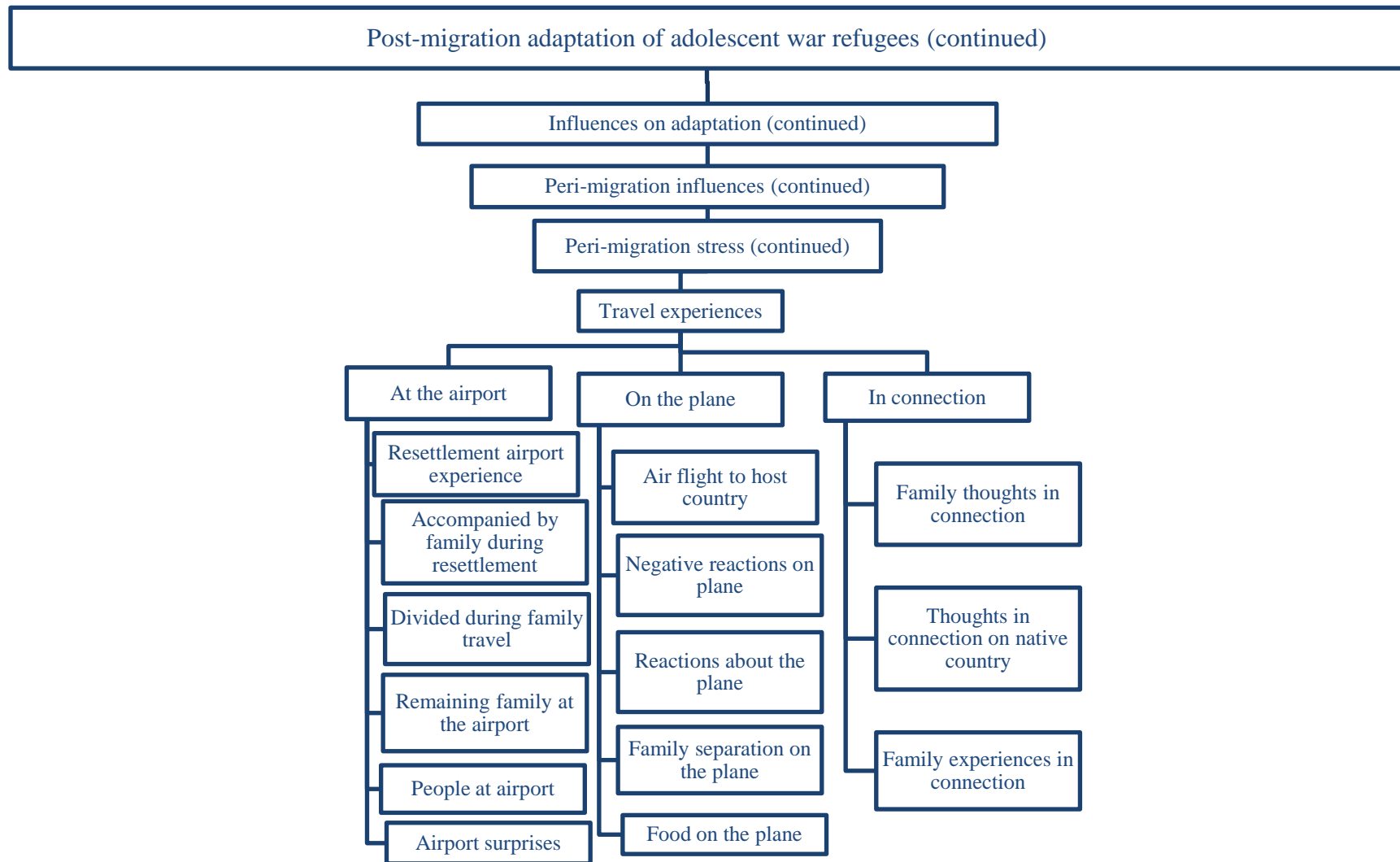


Figure 21. Continuation of Figure 20 which illustrates the peri-migration stress influencing post-migration adaptation.

Peri-migration stress. Adaptation stressors which emerge during migration include the *resettlement process*, *resettlement travel consideration* and *preparation*, *the travel experience* from the airport to the plane, and stressful *reflections on migration* (Figures 19, 20, & 21). The *resettlement considerations* category addresses a series of issues that refugees reflected upon before their travel to Canada or the U.S. One participant (D.K.), for example, revealed that it would not have been his first travel experience, having previously endured a potentially lethal and stressful plane landing. In addition, participants also revealed the stressful application and *preparations* to travel to a host country. For example, participant “Shaira” declared, “[...] we have to, like, go to the interview (with the U.S. authorities) and (they told us that) we have to do many things so we went back to my country so we can get back (to our transit country) [...] they (U.S. authorities) said that we (my family and I) need (needed) passport. I think (it took) two to three months [...] (in order to) get the passport [...] (because) they (my native country government authorities) didn’t want to get (give us) the passport first. They were, like, they think (thought) that we were not from our country. Then, (when we got the passport), like, we pay (paid) for, like, the first half (of the flight cost) and (so) when we come here, we can pay for the other half and then, we come (came) with (for the) medication (in order to travel). (One day,) they told us to come (for the flight) but they cancelled the flight and then, we were there (waiting) for weeks and then, we finally come (came) here.” (Lines 119-122 & 143-146). In regards to *reflections on migration*, one participant (John2) mentioned his displeased reaction to the resettlement process. He reported that he would be missing his friends in his transitional country and therefore wished to remain in his transit country.

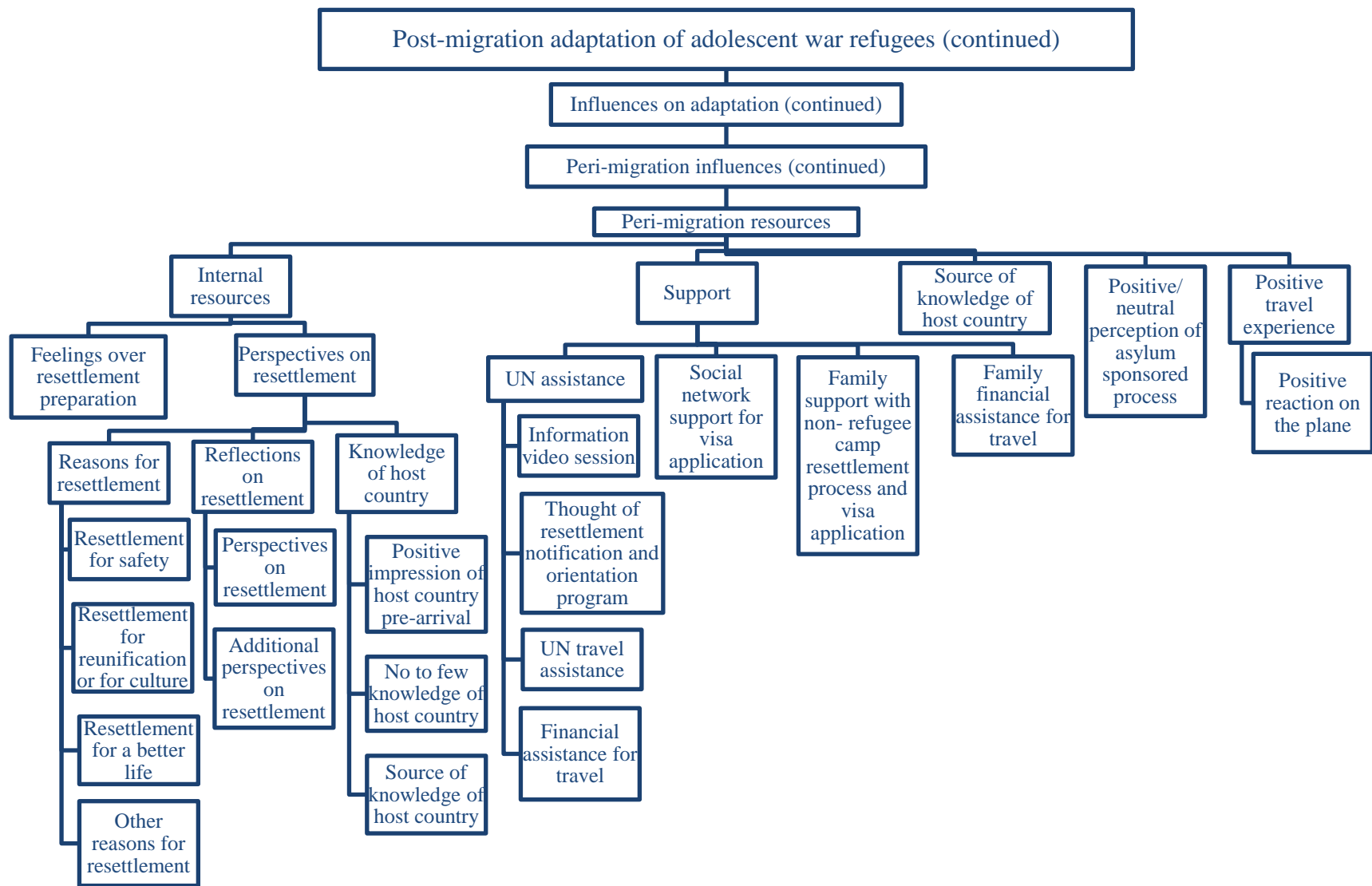


Figure 22. Illustration of peri-migration resource influencing post-migration adaptation of adolescent war refugees.

Peri-migration resources. Pre-migration resources consist of factors that were viewed as positive and consequently as having a beneficial impact on the participants' adaptation (See Figure 22). Peri-migration resources include *internal resources, source of knowledge of the host country, positive to neutral perception of asylum sponsored process, positive travel experience*. For example, in relation to the *source of knowledge of the host country* category, a participant (Megan) said, "well, (I knew about Canada) from my friends. (My friends said) it's a good place" (lines 16 & 18). With regards to their *positive to neutral perception of the asylum sponsored process*, a participant (Salda) indicated having a positive perception of the asylum sponsored process which inherently serves as a de-stressor during migration and helped her with the adaptation to her host country. She stated that immigration authorities' request for a DNA test was "funny" (line 216) and that the interviewers/government authorities "were nice. A nice White man and a White girl." (Line 218). Participants also stated receiving assistance from a United Nations agency and support from their family and social network during the resettlement process. Participant "D.K." revealed, "You know, [...] when you are coming to a destination, it's usually someone with a flag saying 'ok, you will be here.' Yeah, ugh, they (the UN) said, 'DK family?' and, like, (we said,) 'yes' and they said, '(we are) the UN' and we said, 'ok.' [...] For the (connecting) flight, yeah. [...] And they have (had), like, a name, like, a name tag up that say (said) DK family name too. [...] When there, they gave us jackets, those welcome new refugee jackets, right? You know, they gave us those. [...] and when we landed down, they said "DK family" again." (Lines 410-413, 415-417, & 445). With regards to their travel experiences, a participant (Keita) revealed,

“(on the plane) that movie is like, Shark Tale, that came in 2003 or 4, right? That movie, I watched the whole thing and I was really, I was laughing even though I did not know what they were saying. It was actually funny. I watched the entire movie. [...] And, hmm, yeah, yeah, we were just all just watching the movie” (lines 420-423, 427).

Post-migration influences

Factors that enhanced or lessened the participants’ ability to adapt to the host country are represented in the *post-migration influences* category. This section describes the stressors and resources that have impacted participants after their migration to the host country.

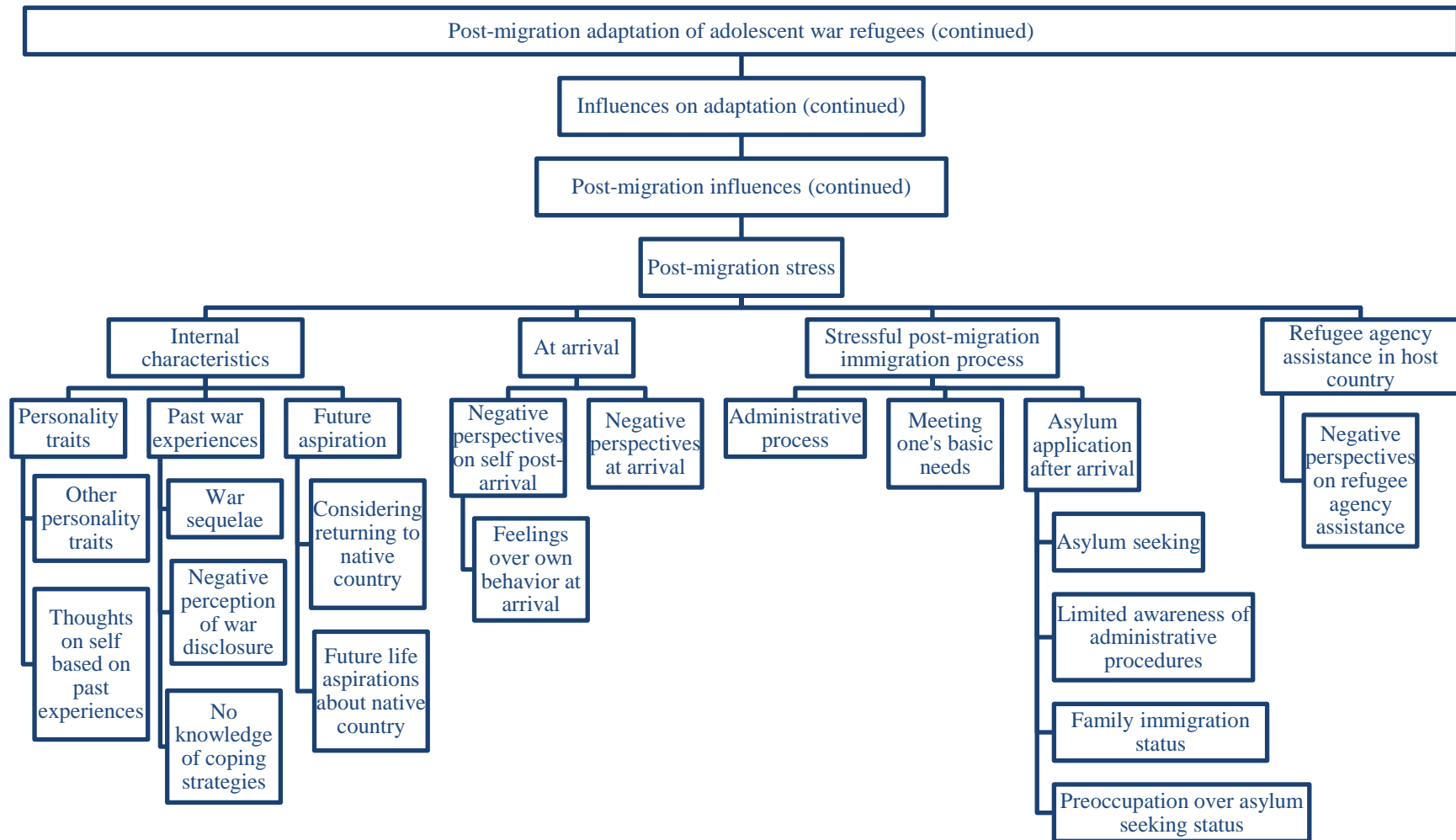


Figure 23. Illustration of post-migration stress factors affecting post-migration adaptation of adolescent war refugees.

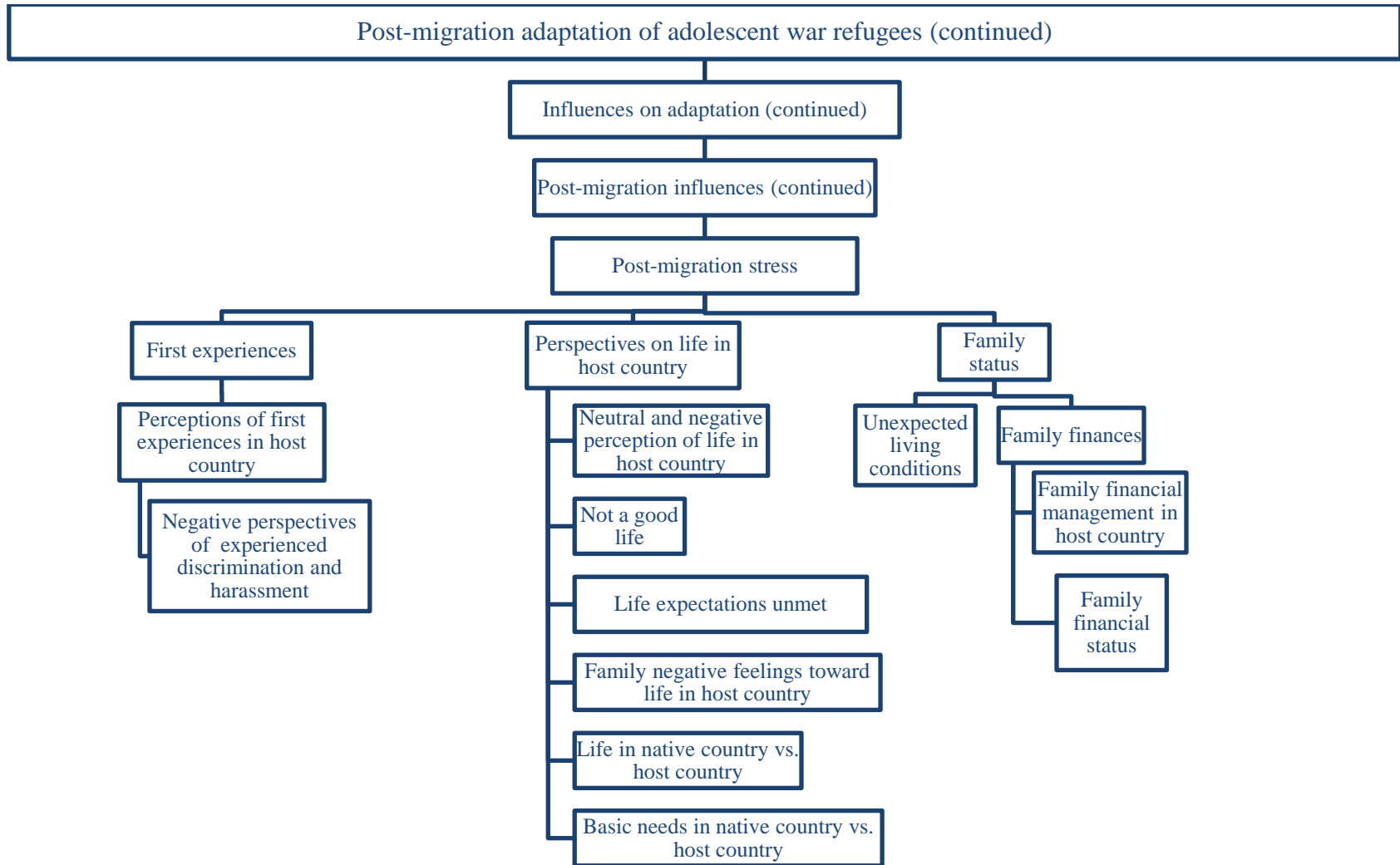


Figure 24. Continuation of the illustration of post-migration stress factors.

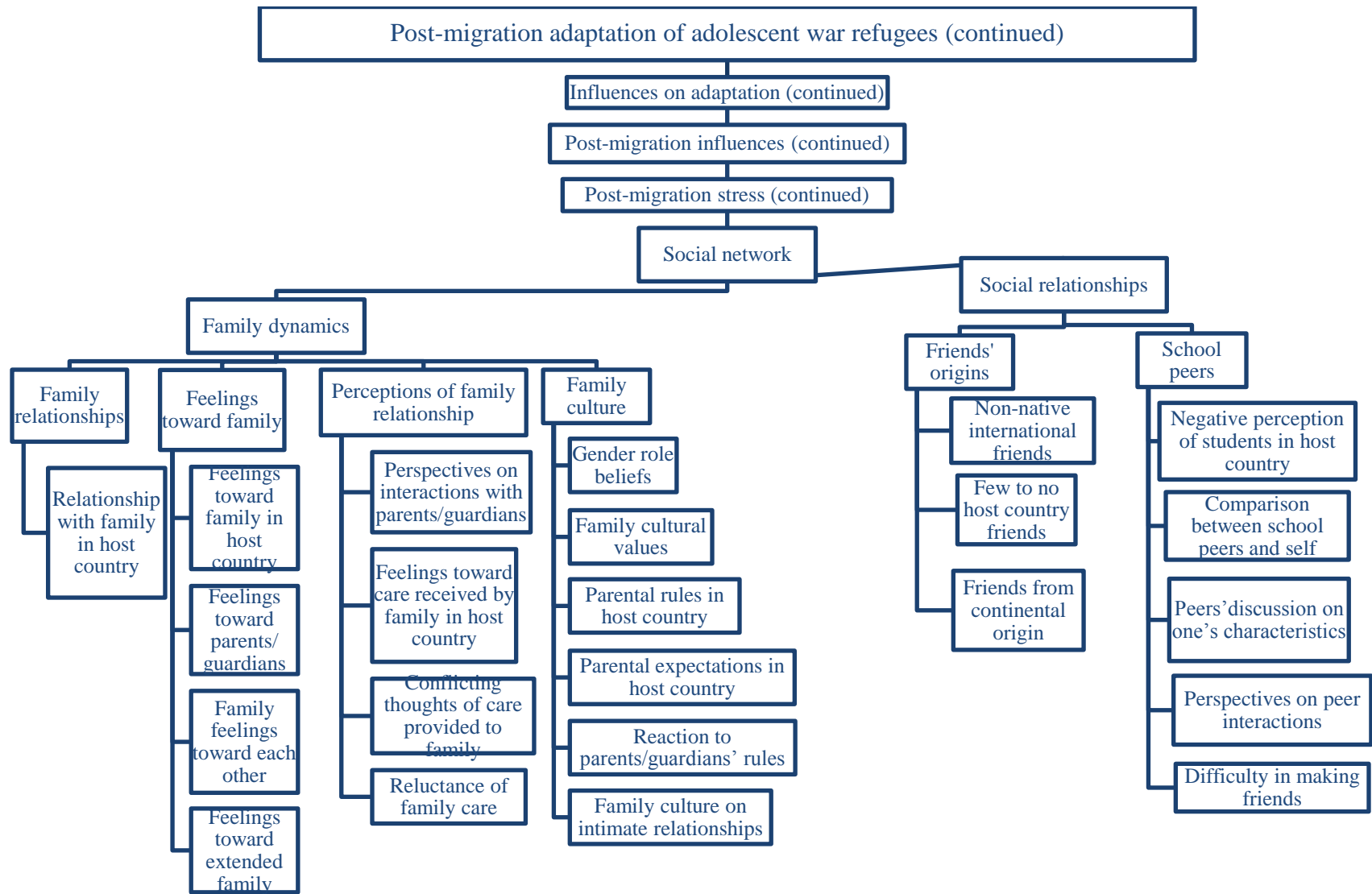


Figure 25. Continuation of Figures 23 and 24 which display the post-migration stress factors (social network) influencing post-migration adaptation.

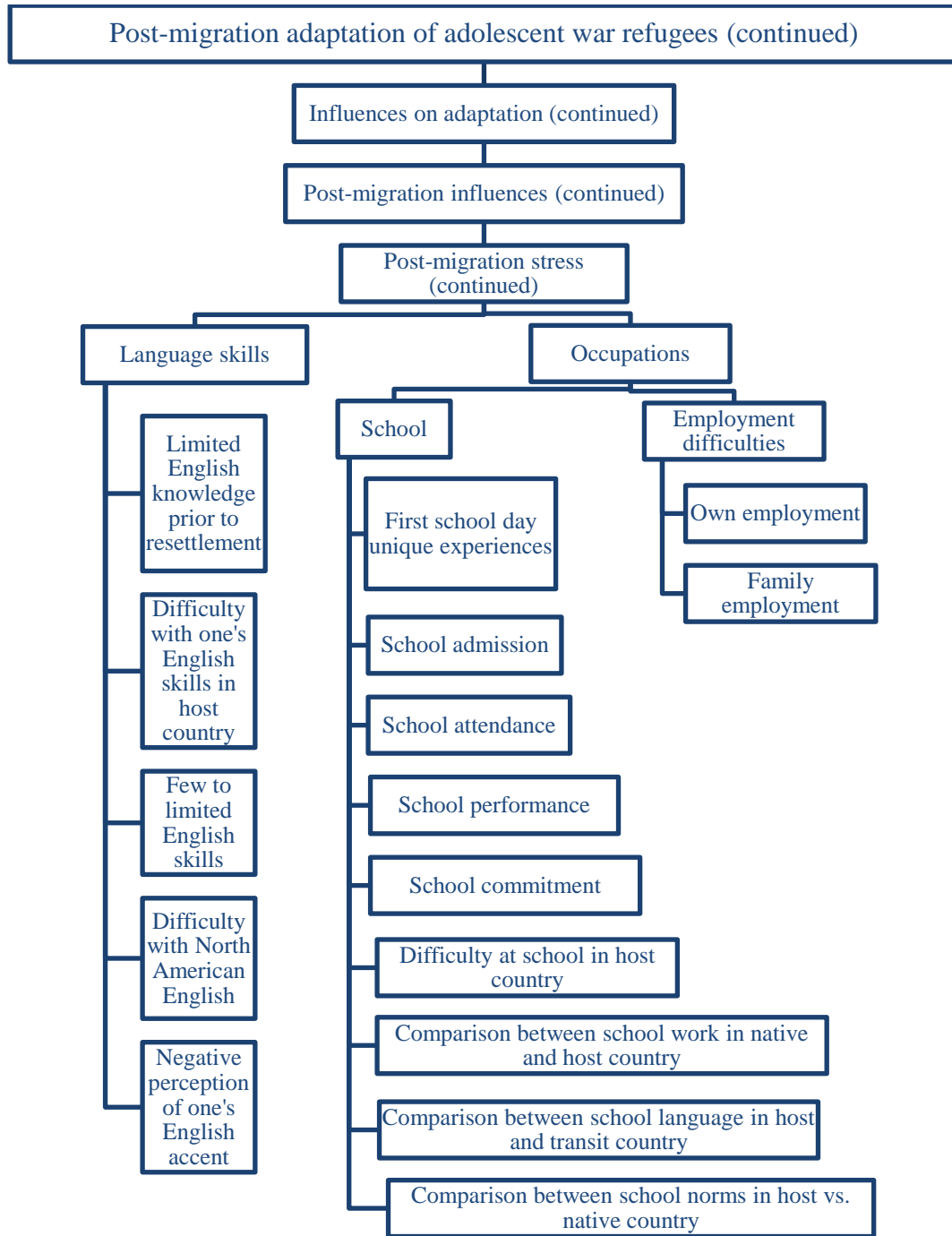


Figure 26. Continuation of Figures 23, 24, and 25 which display the post-migration stress factors (social network) influencing post-migration adaptation.

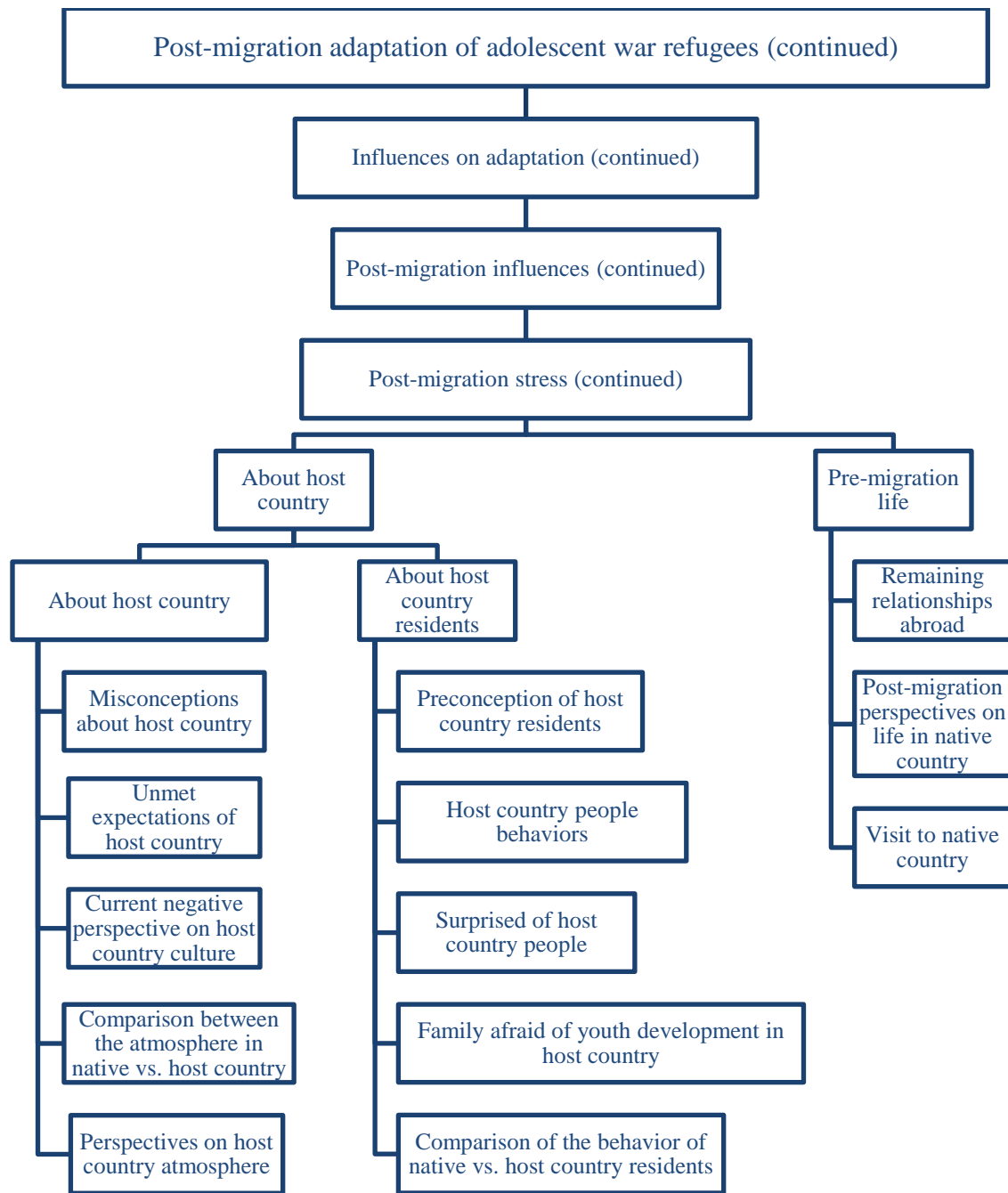


Figure 27. Continuation of Figures 23, 24, 25, and 27 which display the post-migration stress factors (social network) influencing post-migration adaptation.

Post-migration stress. Factors which were deemed stressful after the participants' migration to their host country have a more recent influence on the participants' adaptation. *Post-migration stress* consisted of *internal characteristics*, *negative*

perspectives on the host country at arrival, stressful immigration process at arrival, negative perspectives on first experiences at arrival, negative perspectives on refugee assistance post-migration, perspectives on life post-migration, and family status (See Figures 23-27). The *internal characteristics* category (i.e., *personality traits, thoughts of self based on past experiences, war sequelae, lack of awareness of (one's) coping strategies*) refers to intrinsic factors believed to impact post-migration adaptation. For example, in relation to *war sequelae*, a participant (Salda) indicated being scared of the dark. She revealed a stressful school experience and the subsequent fear that brought memories of the night life atmosphere during the war in her native country. She said, "Last time, [...] when I was using the (school's) bathroom, someone turned the light off on me. [...] When I asked them to turn the light on and they (students) was (were) cursing me. I didn't do nothing to it (them) [...] the place was dark (when students turned the light off in the bathroom) and I was scared." (Lines 428-430). Another participant (John) reported that he still had flashbacks of a dead corpse when viewing meat. Furthermore, in *negative perspectives on experienced discrimination and harassment*, participants expressed negative thoughts and feelings over experienced discrimination or harassment. After being subjected to a racial slur, a participant (Tiara) said, "But, I was like 'Wow, that's not nice.' I mean, until then, I was not hearing anything bad, (or) someone saying hateful things over my family but not that I know a bunch of them. So, it's just, it was not nice. Oh, (I felt) probably like upset [...] I felt really bad" (lines 400-403, 405, & 409-410). In addition, in relation to *stressful immigration process at arrival*, a participant (Mario) whose family applied for asylum after arrival to the host country expressed his family preoccupation over their immigration status. These feelings of

preoccupation may engender thoughts of uncertainty on and commitment to adapt to the host country. Other post-migration stressors include difficulties with participants' *English language skills*, challenges at *school*, as well as disappointment with *life in their host country*. Regarding the difficulties that she experienced at school, participant "Tiara" revealed, "Ugh, I do not like that people are calling me that I am from India. It's not that I hate it or anything. It's just that I do not like people like 'oh, are you Indian? Are you Sikh?' There are some people who thought that I look like Panjabi and I just do not like it cuz (because) they (Punjabi) have their own culture and it's different from my culture, the way we dress and everything. They are, like, 'why do you put your hair like that? You are not supposed to do this or that.' Like, I do not know but from what I know from some Panjabi kids is that they are not supposed to wear skirts or anything or show their legs. So, whenever I wear shorts, people look at me at school. There are some girls, they look at me and they think I am Panjabi and, like, I am not. I can wear whatever I want." (Lines 410-419).

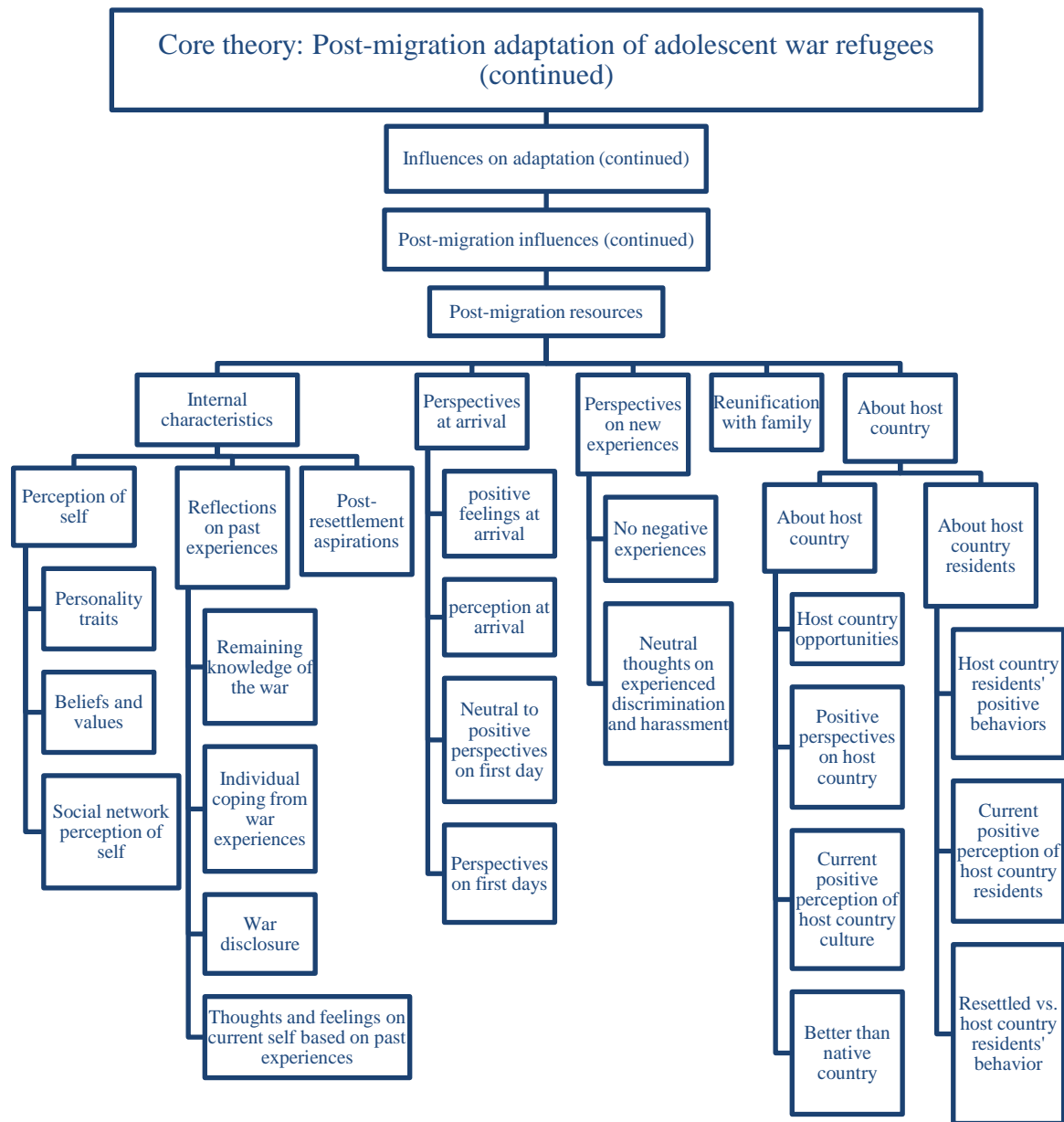


Figure 28. Illustration of post-migration resources affecting post-migration adaptation.

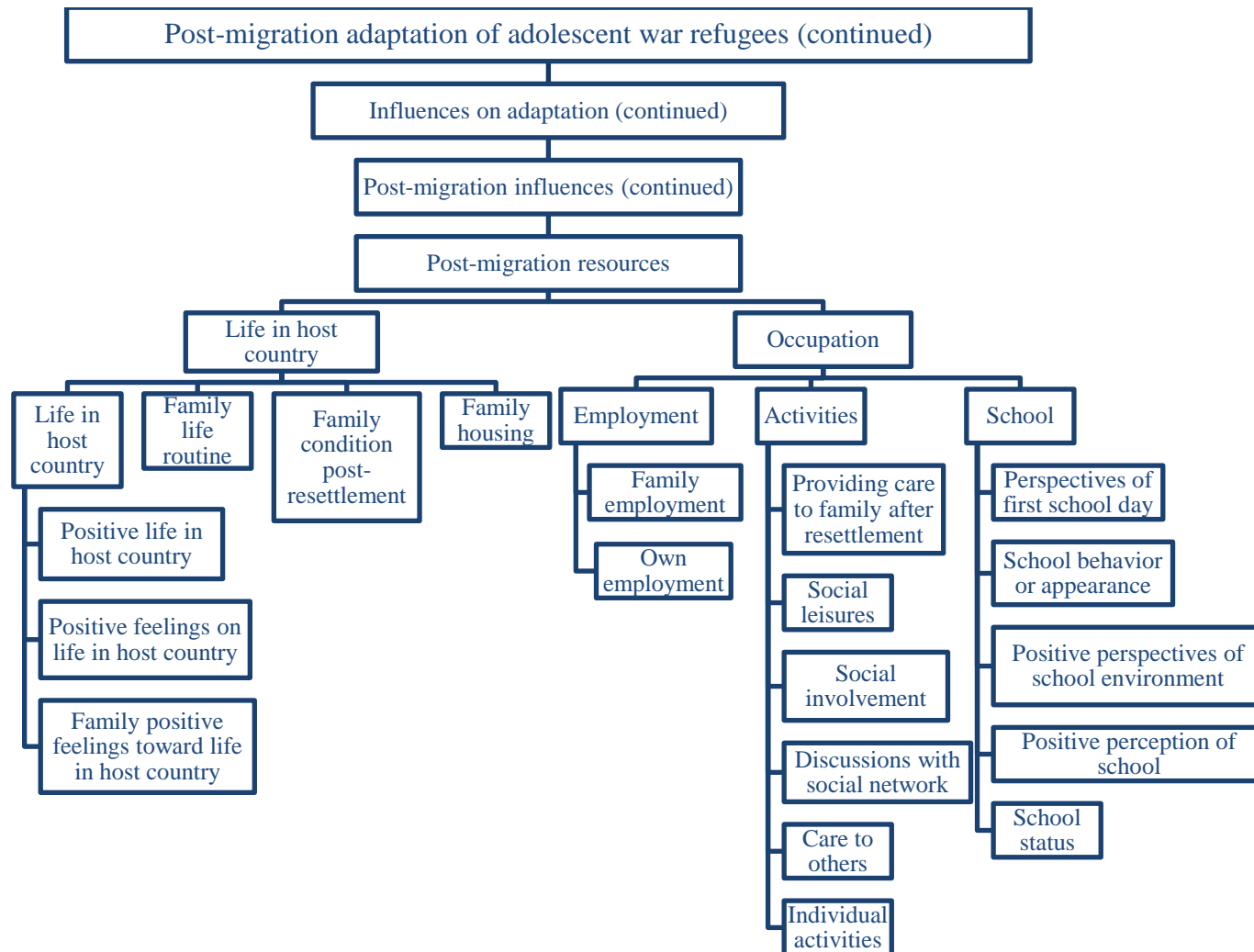


Figure 29. Continuation of Figure 28 which illustrates the post-migration resources affecting the post-migration adaptation of participants.

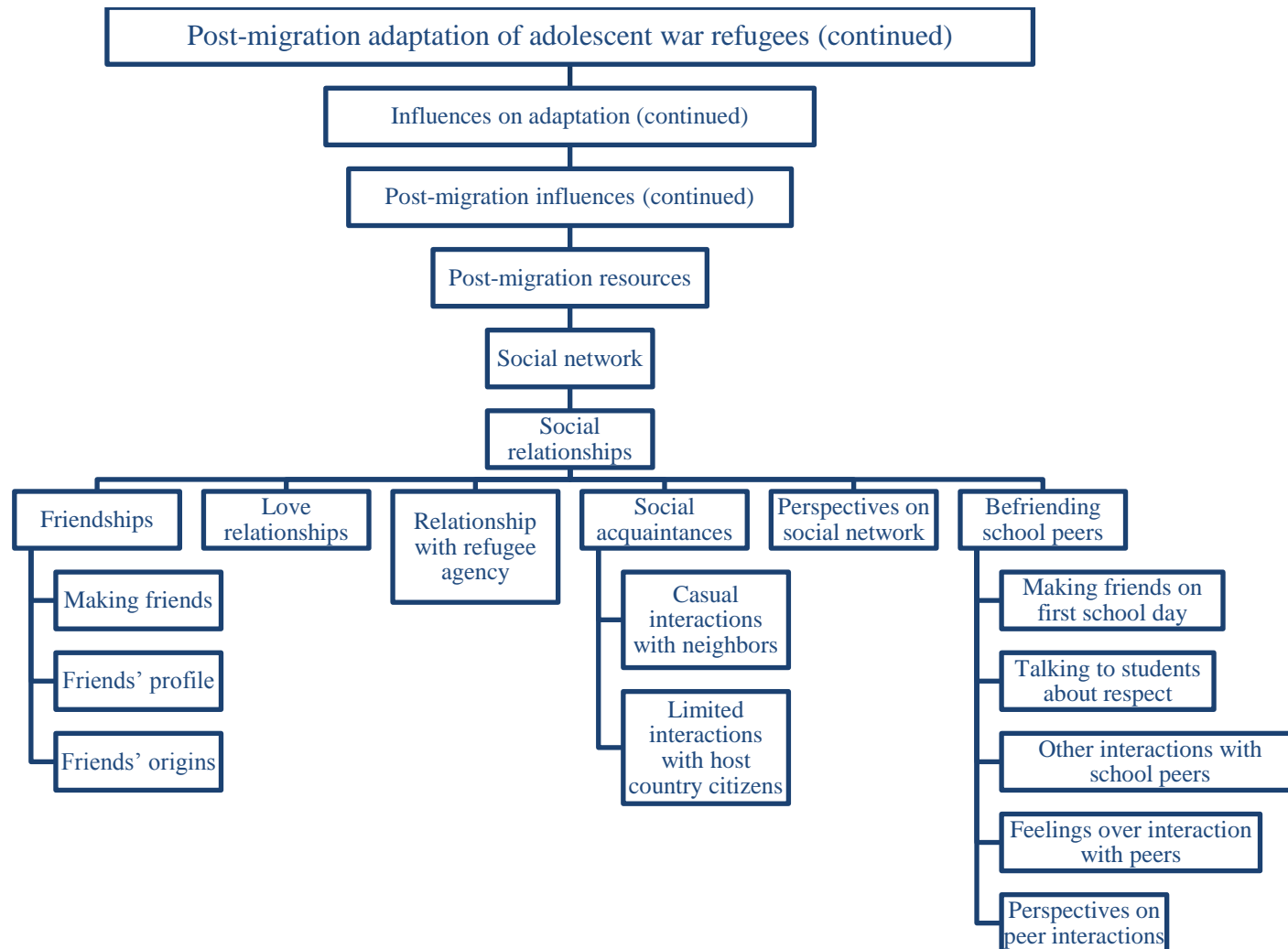


Figure 30. Continuation of Figures 28 and 29 which illustrate the post-migration resources affecting the post-migration adaptation of participants.

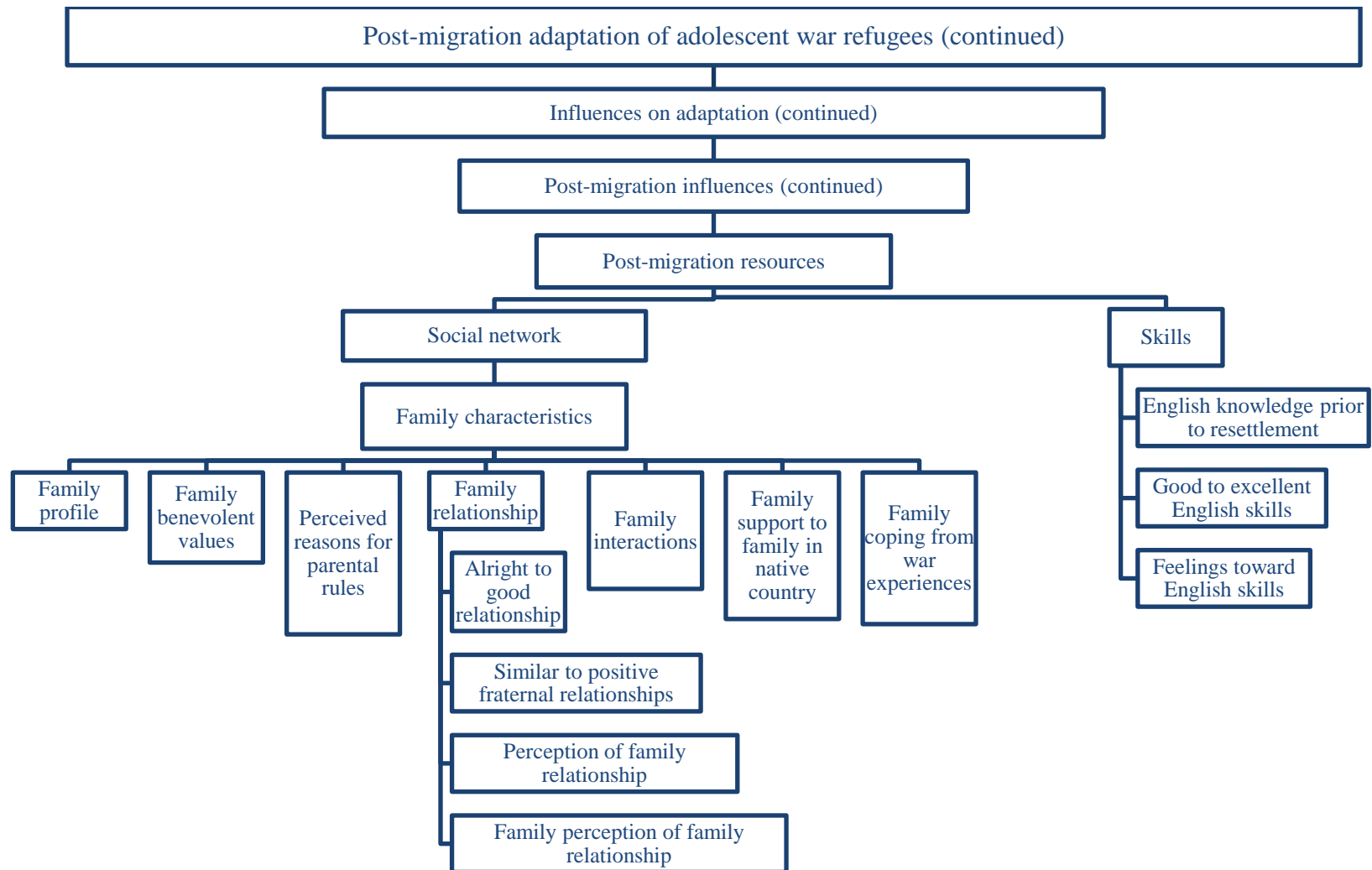


Figure 31. Continuation of Figures 28, 29, and 30 which display post-migration resources affecting the post-migration adaptation of participants.

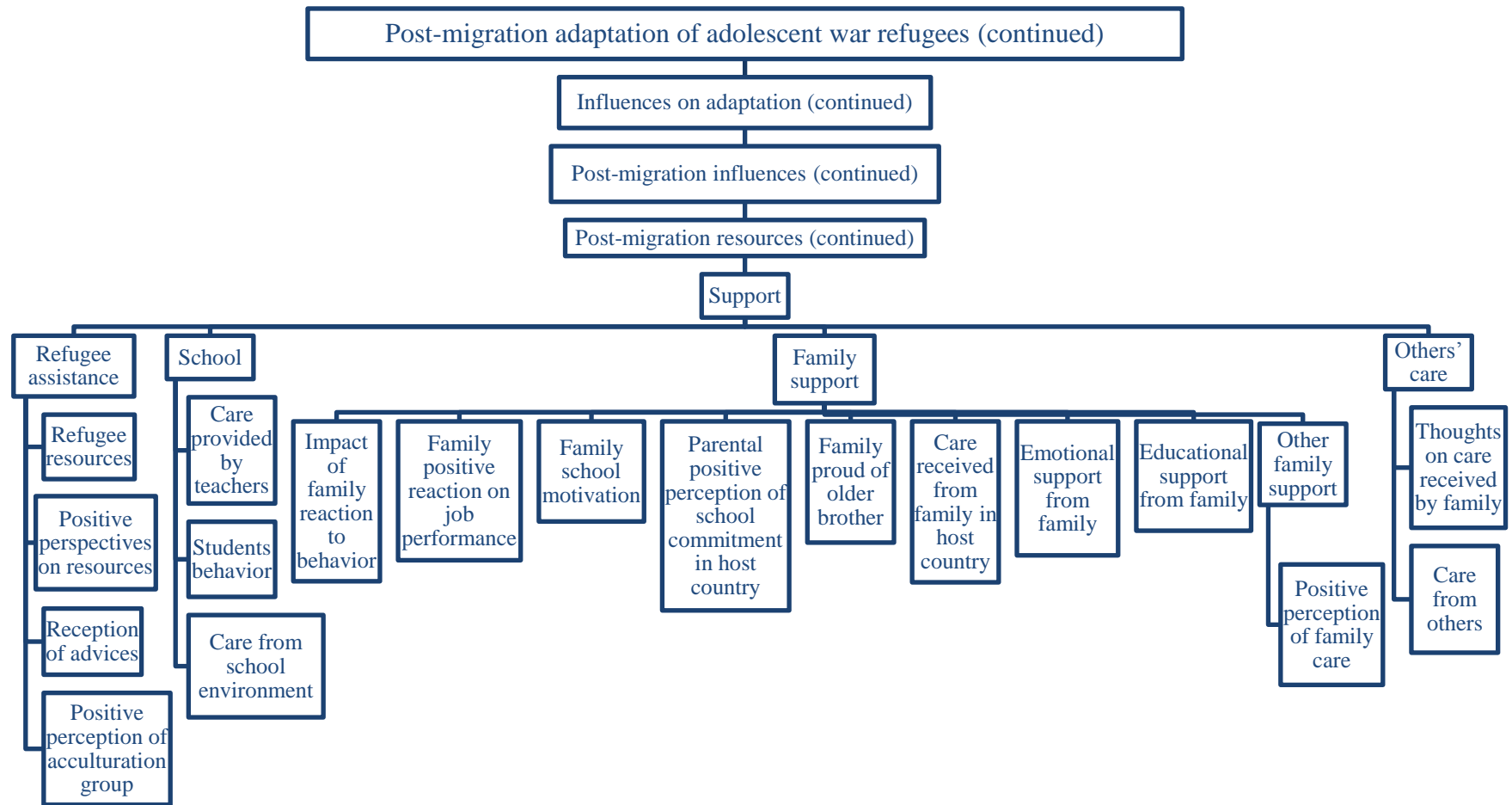


Figure 32. Continuation of Figures 27, 28, 29, and 30 which display post-migration resources affecting the post-migration adaptation of participants.

Resources post-migration. Post-migration factors viewed as beneficial to adaptation included *internal characteristics, perspectives at arrival, perspectives on new experiences, reunification with family, perspectives on host country, occupations, social network, skills and knowledge, and support* from others (See Figures 28-32). For example, with respect to *internal characteristics*, participants who identified themselves as *philanthropic and sociable* also indicated being well adjusted to their host country. Moreover, participants mentioned having some personal *skills* and knowledge that they acquired pre-migration and which they believed to have impacted their ability to adapt to their host country. For instance, participant “Tiara” even stated, “...I never went through the ESL (English-as-a-second-language) process. They said that my level was good and I went to the regular English classes and [...] that’s where I got to know (that) there is a class called ESL for people, the second language students like in ESL 1, they had them study what I studied in [...] (my native country) [...] and their English is like really bad. So, I was like, ‘Wow, that’s like really, hmm, down low grade’ (and) I kind of felt better (regarding my English skills). I felt like “Oh ****.” I feel good cuz (because) I know something that I [...] (did) not (know) then cuz (because) I knew [...] somewhat how to talk in English and everything” (lines 293-299).

Adaptation

After a review of the influences on adaptation, this section examines the underlying components of adaptation. These include post-migration *new experiences, learning, and perceived development in the host country.*

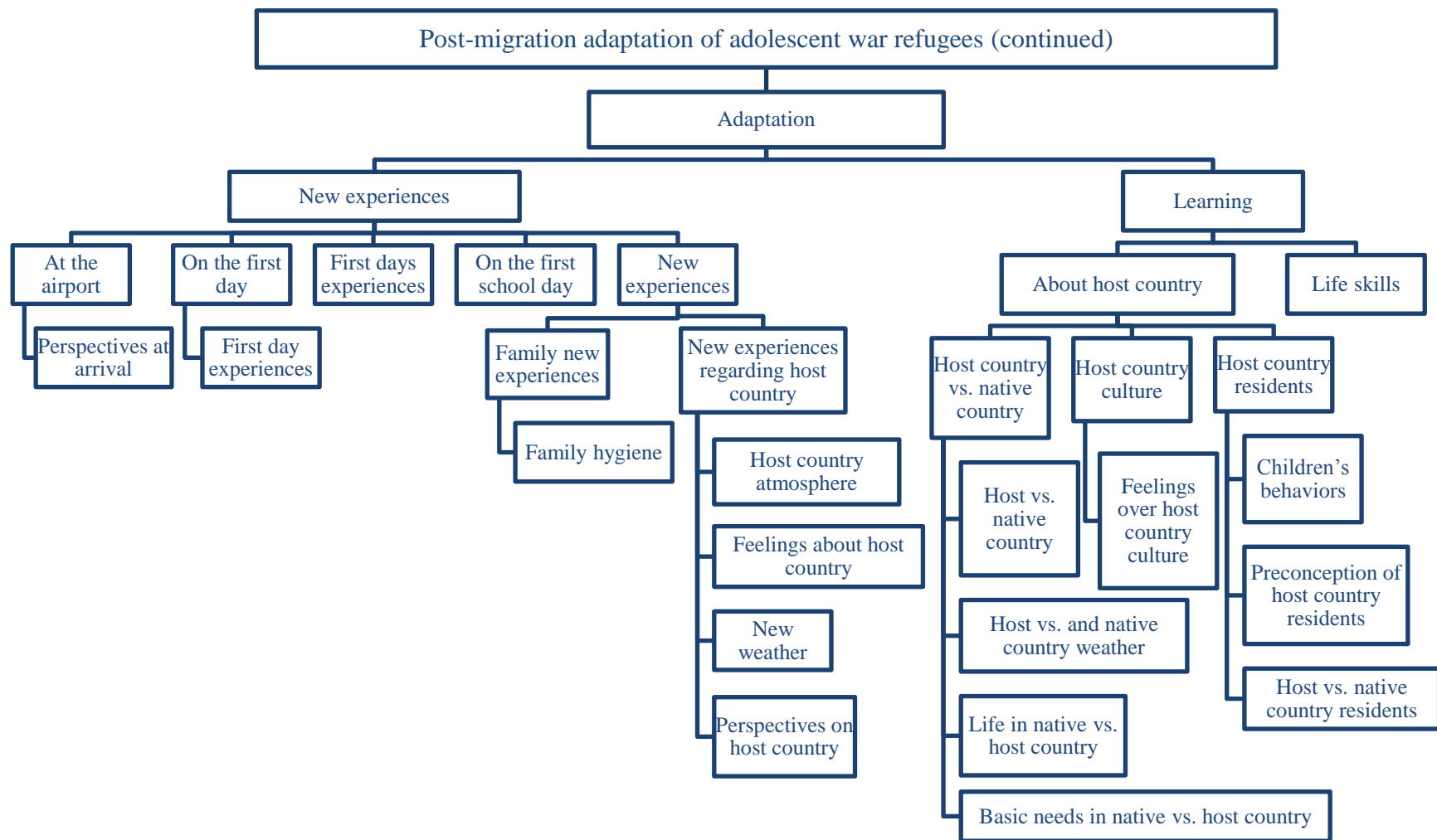


Figure 33. Illustration of the primary components of post-migration adaptation.

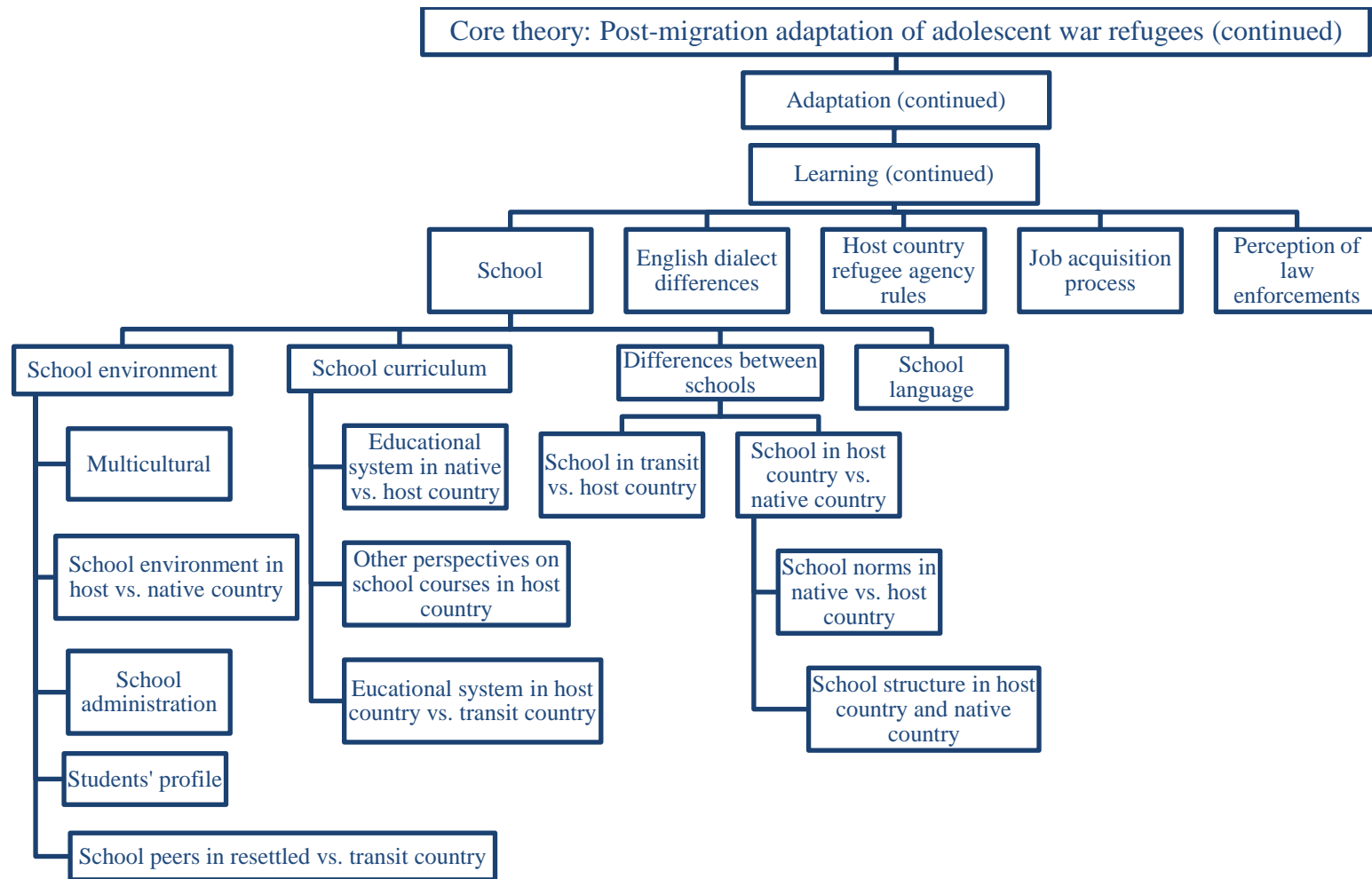


Figure 34. This illustration overviews the *learning* component of post-migration adaptation.

New experiences. *New experiences* encompass any novel situations that participants have either observed or actively participated in. Participants made remarks about new and unique experiences at the airport, on the first day of their arrival, a few days after their arrival in their host country, and on their first school day (See Figure 33). A notable new experience that several participants divulged was the cold weather. One of them (John2) stated, “Uh, the cold. It was kind of cold [...] (and) it was summer” (lines 454, 457). Another participant (Megan) indicated appreciating hearing French and English at the airport upon arrival to Canada. She declared, “at the airport, I like the people (there). They were talking bilingual” (line 56). The same participant also reported her first day at school in her host country. She stated, “(on the first school day, I saw that) the students were moving (and I thought), like, ‘how? What? Students are moving to classes (and) not the teachers? There can (must) be a mistake here’ [...] (Also,) like, (people asked me), ‘Oh, you are from Africa? How is Africa? Is it hot?’ And then, I (responded), ‘it’s not hot’ and they are, like, ‘yeah, yeah, yeah, yeah’ [...]” (lines 90-91 & 96-98).

Learning. This category pertains to any skill, rule, and/or policy that participants learned since their migration to their host country. These *learning* experiences include those specifically *about host country, life skills, school, English dialect differences, host country refugee agency rules, job (search and) acquisition process, and perception of law enforcements* in the host country (See Figures 33 & 34). In regards to the *life skills*, a participant (D.K.) mentioned his family learning to use utilities available in his host country. This participant stated, “...we didn’t really know how to use microwave and any other stuff, even the washroom too, not even how the water is (coming out) here (from the toilet)” (lines 448-450). Another experience noted by this participant was the use of a

debit card by his family. He said, "...they (the refugee agency) gave us, like, you know, debit cards, like, to use. [...] He (my dad) still didn't know how to use it (at the time). Well, so, they (my brother and father) came back, they came back again (*chuckling*) [...] so we waited until our cousin came. [...] and when we went in, they took us, they (our cousins) showed us how to use the debit card thingy" (lines 447-448, 458-460, & 465-466).

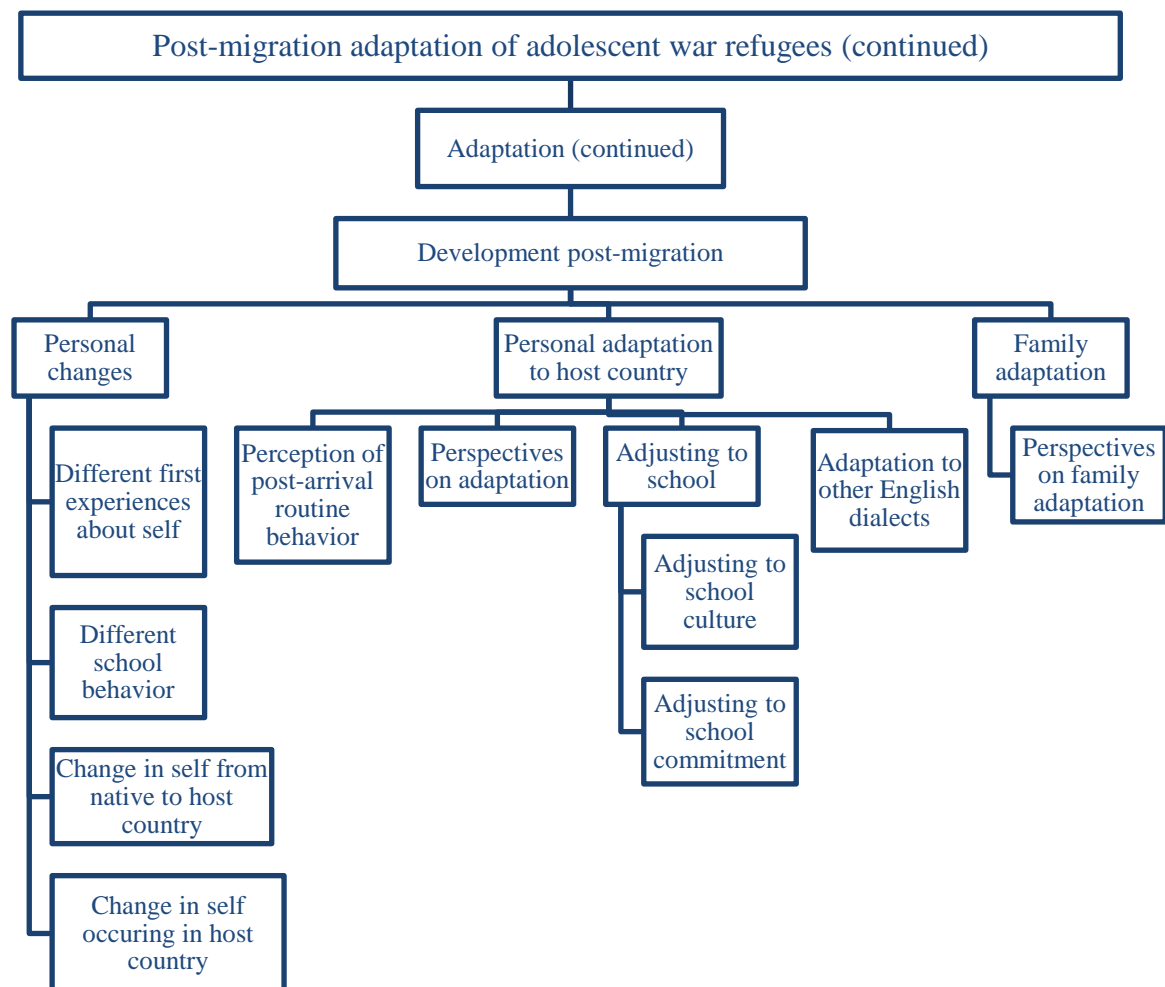


Figure 35. Illustration of the development in the host country component of post-migration migration.

Development in the host country. The last component of adaptation focuses on the participants' perspectives on their own adaptation as well as their personal and family development since migration to their host country (See Figure 35). Participants acknowledged changes in their behavior, attitude, and perceptions post-migration. They compared themselves before migration and voiced the changes that had occurred since their arrival in their host country. For example, one participant (Keita) stated, "But when I first came here, I, I started listening to [...] rap music, swearing a lot [...] and, hmm, it changed, it changed me a little bit. You know, it's...I did not listen to my ***** (guardian) and, hmm [...] at school, I did not study. I came home and stayed on my computer for, for a lot of hours and even if...I did not go to bed sometimes, I was still on the computer playing games [...] it all started when you first come, right? You do not know anything at all. You are just...You are in there, looking at other people. [...] 'Oh, it's interesting, I will try (it)' and [...] the thing that I figured (out) is, when you come, you do not filter what you put into your mind, right. You put everything into it [...] the thing is, right now, I do not put everything that I get into my mind. I take the good things and I throw the, the bad ones out" (lines 275-295 & 318-325). Overall, most participants reported adapting well; however, one participant (Mario) remarked that adaptation was not necessary for him to reside in his host country.

In addition to their overall adaptation to their host country, some participants specifically revealed their adjustment to school after their arrival. Most of these participants mentioned current and/or past difficulty in school. One participant (John)

stated, “it was difficult the first time...it was difficult to me, like, to go to school. I started to read again, like, to learn how to read cuz (because)...yeah...it was difficult [...] so, I had difficulty, hmm...yeah, to read again” (lines 428-429 & 430).

Moreover, participants noted their adaptation to their host country’s language, which some described as gradual and still in progress. A participant (John) said, “...but the language is like...if a white man speaks (to) me, I can understand him more than, like, a Black man or what [...] yeah, so, the boys are so...they speak like ‘yeahhh’...up until now, I can’t understand them if they are talking to me... ‘What, what, what, why?’ I say the same question... ‘What did you say? What? What?’ up until now, yeah...they speak like they cut words...they can’t finish their English words or what...” (Lines 564-565, & 566-568). In addition, another participant (Megan) revealed adjusting to “talking first and learning ways to fast talks (to speak faster)” (lines 127-128).

Finally, one participant provided his perspective on his family adaptation. This participant (Mario) mentioned his family’s learning to adapt to the concept of recycling. He declared, “This conscience that you need to recycle, this idea of recycling, we (my family and I) are not really (accustomed to it)” (lines 562-563). He also revealed, “[...] my sibling, I think it was a little bit more difficult for him to adapt (to our internal displacement) [...] (but) here (in our host country) it’s less (difficult for him). He is getting better.” (Lines 675-676 & 684-685).

Comparison between the proposed hypothesis and Ryan et al. (2008)'s model of adaptation

After the development of the current hypothesis of post-migration adaptation, a search for theories on adaptation consistent with the proposed hypothesis was undertaken. This exploration was challenging due to the developed hypothesis' emphasis on both resources and stress factors as influences on adaptation. It was also critical that the selected theory referred specifically to refugees. After an in-depth literature search on theories of adaptation, the socio-ecological resource-based model of post-migration adaptation (Ryan, Dooley, & Benson, 2008) for refugees was selected.

The proposed socio-ecological stress and resource-based hypothesis of adaption of adolescent war refugees appears consistent with Ryan, Dooley, and Benson's (2008) four-sectional resource-based socio-ecological model of post-migration adaptation of refugees. Ryan et al.'s model of post-migration adaptation consists of four primary sections: resources, psychological adaptation from pre-, peri- and post-migration, personal, material, and social losses and gains during peri and post-migration, and environmental circumstances and constraints in the host country.

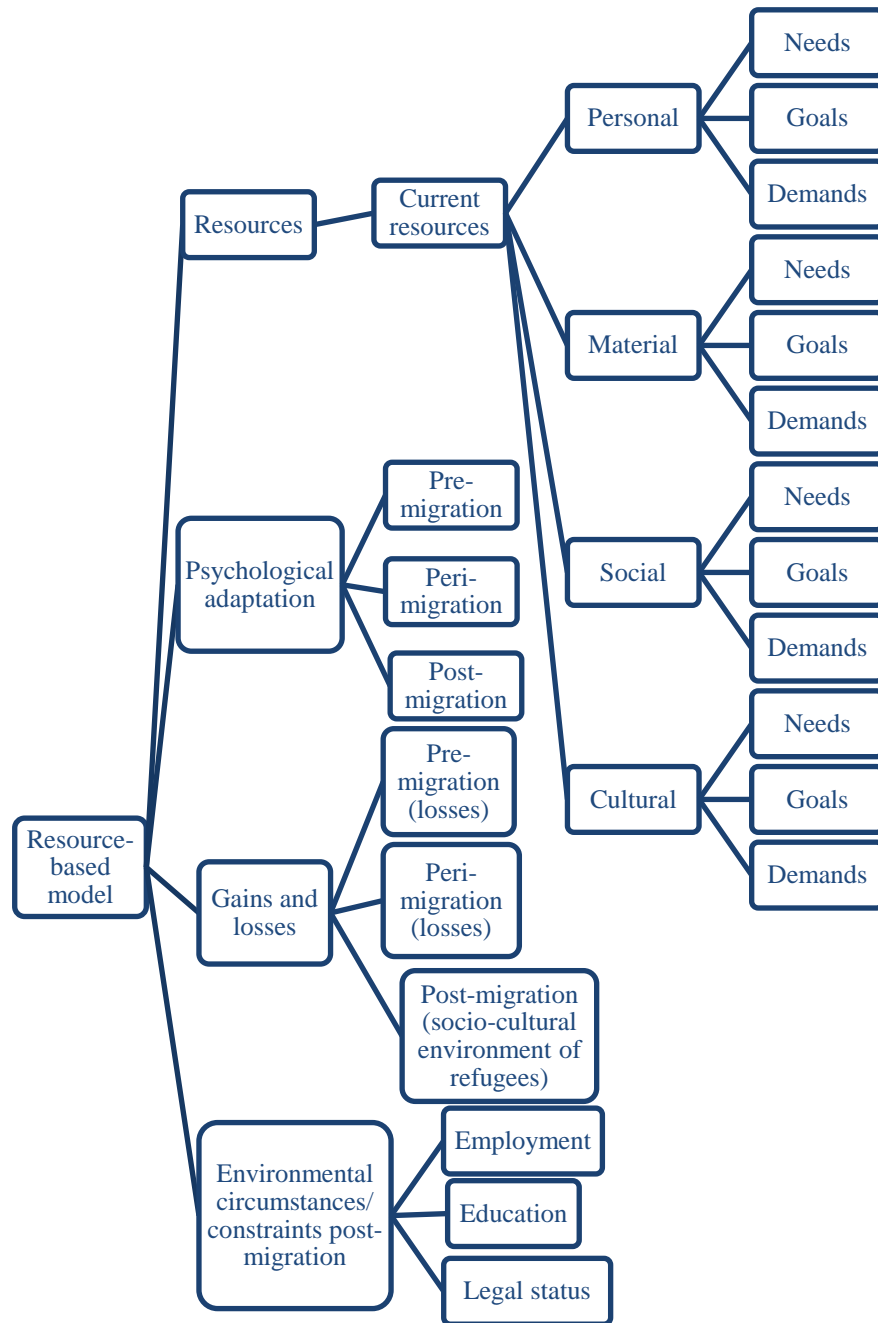


Figure 36. The four-sectional resource-based socio-ecological model of post-adaptation model of refugees (Ryan, Dooley & Benson, 2008).

First, Ryan et al.'s quadri-sectional model considers resources as an essential component of refugees' post-migration adaptation. These *resources* refer to “means by which individuals satisfy needs, pursue goals and manage demands” (p. 16). The quadri-

sectional model identifies four types of resources: personal resources (physical or psychological resources), material resources (e.g. finances, property, or means of transportation), social resources (social support as well as perspectives on one's identity and belongingness to a social unit), and cultural resources (skills, knowledge, and beliefs) (See Figure 36). According to quadri-section model, these four resources satisfy refugees' needs (e.g. basic needs), demands (e.g. life expectations), and goals (e.g. life goals).

Secondly, the quadri-sectional model highlights the concept of *psychological adaptation* of refugees before, during, and after migration. For instance, in the pre-migration phase, the refugees' reasons for migration (e.g., war, losses and/or gain as well as for access to appropriate resources pre, during, and post migration) are believed to impact refugees' adaptation. Further, travel experiences and the psychological impact of travel experiences are deemed to affect post-migration adaptation. Likewise, in the post-migration phase, the host society's structure and environment play a role in the adaptation.

Third, the quadri-sectional model suggests the fluid and changing nature of resources. It ascertains that the pre-migration and peri-migration phases primarily consist of resource losses while the post-migration phase focuses on the socio-cultural environment of refugees. Lastly, the quadri-sectional model underlines the influence of the host society's inclination to provide resources to refugees on the post-migration adaptation.

All components of Ryan et al (2008)'s quadri-sectional model of adaptation are embedded in the proposed hypothesis of post-migration adaptation of this study. First, the

perception of the influence of resources in post-migration is reflected in the current hypothesis of post-migration adaptation and is even the primary foundation of the study. The study essentially sought to understand the experiences of adolescent war refugees who were constructively adapting to their host country and who were also required to receive or to have received resources/support from their refugee agencies. Thus, these resources are believed to be essential in the adaptation of participants in the study and constitute a primordial portion of the hypothesis of the post-migration adaptation of participating adolescent war refugees.

The second principle of Ryan et al.'s quadri-sectional model of adaptation, i.e., psychological adaptation pre-, peri-, and post-migration, is also reflected in this study's hypothesis of post-migration adaptation. The proposed hypothesis of post-migration adaptation categorizes the influences of participants' stressors and resources in a chronological manner. The pre-migration stress and resources do include war experiences and other pre-migration stressors in the life of refugees. In identifying peri-migration influences, the developed hypothesis of post-migration adaptation addressed the stressors and resources of participants while in the process of resettling to another country. Lastly, in the *post-migration stress* section, the hypothesis of post-migration adaptation overviews factors of influence during post-migration adaptation, including a category *about host country* which contains participants' perspectives on stress-related environmental factors in their host country.

Although similarities exist in the content and structure of the developed hypothesis of post-migration adaptation and Ryan et al.'s quadri-sectional model of post-migration

adaptation, small structural differences are discernible. Most notably, in the first section of their model, Ryan et al. utilized the term *resources* to define needs, goals, and demands that were either met or unmet during migration to a host country. In the currently proposed hypothesis of post-migration adaptation, Ryan et al.'s resources are defined as *influences on post-migration adaptation* encompassing resources that are beneficial to *and* stressors which are detrimental to the post-migration adaptation. Accordingly, *resources* in the proposed hypothesis of post-migration adaptation include participants' internal and external resources as well as their perspectives, expectations, and/or anticipations pre-, peri- and post-arrival to a host country. Similarly, *stressors* are defined as factors with detrimental effects on adaptation.

This small but noteworthy structural difference emerged from participants' sharing of their perspectives on beneficial and detrimental experiences pre-, peri-, and post-migration. This differentiation of beneficial and detrimental influences provides a clearer illustration of influencing factors of post-migration adaptation of adolescent war refugees. This distinctive aspect of the proposed hypothesis of post-migration adaptation actually aligns with the quadri-sectional model's third and fourth principle of post-migration adaptation. In the third section of Ryan et al.'s model, they refer to *gains* (i.e. *resources* in the proposed hypothesis of adaptation) and *losses* (i.e. stress factors in the proposed hypothesis of adaptation) collected from refugees' pre-migration, peri-migration, and post-migration phases. In the fourth section of the model, Ryan et al. note environmental/circumstantial constraints faced by refugees post-migration. In the developed hypothesis of adaptation, environmental/circumstantial constraints are embedded in the section called *post-migration stress*.

In sum, it is believed that the proposed hypothesis of post-migration adaptation provides a comprehensive and more structurally detailed exploration of adaptation consistent with Ryan et al.'s post-migration model of adaptation.

Chapter IV

Discussion

The purpose of the present study was to explore the experiences of adolescent war refugees who were viewed by their respective refugee agency to be constructively adapting to their host country. The study was classified into two phases: The first phase consisted of an investigation of refugee agencies in the Northeast U.S. and the Greater area of Vancouver in Canada and the second phase examined the life experiences of adolescent war refugees recruited from the list of collected refugee agencies.

In the first phase of the study, results showed that 124 refugee agencies, programs or centers were located in the Northeast area of the U.S. and the Greater area of Vancouver in Canada. These agencies reported offering an average of 5 types of resources for refugees. These resources commonly included educational services, case management, basic needs assistance, employment assistance, and social activities and outreach services. Refugee agencies generally follow a crisis-intervention procedure which prioritizes the refugees' basic needs, ensures their self-sufficiency through access to educational services and employment assistance, and fosters community support through social activities and outreach programs (Pumariiega, Rothe, & Pumariiega, 2005). All of the services declared by refugee agencies also align with the resources that participating adolescent war refugees indicated receiving in the host country. Participating adolescent refugees reported receiving educational services, employment and temporary financial assistance, social services, referral to an acculturation-focused group and a culture-specific group, health assistance, basic needs assistance, and others such as transportation from the airport to the refugee agency, food stamps and clothing donations.

Interestingly, only a few agencies declared offering youth programs. During communication with the coordinator of the Settlement Workers In School (SWIS) program in Vancouver who had prior work experience in the Northeast area of the U.S., that coordinator indicated the existence of state-funded school adjustment programs for new immigrant youth located in large U.S. cities. It is plausible that there exist youth programs in the Northeast area of the U.S. which provide services to all new immigrants and not only to refugee youth. These new-immigrant youth programs located in multiple cities of the Northeast area of the U.S. were less accessible for inclusion in the developed list of refugees. Indeed, the list was developed based on refugee-only online searches, referrals from refugee agencies, and the investigator's own knowledge of these agencies. It is hoped that the generated list would increase refugee agencies' knowledge of each other and perhaps lead to the development of an international consortium in which refugee agencies from around the world would gather to share and communicate best-practices and, possibly, evidence-based interventions in refugee assistance.

Furthermore, it is important to consider the influence of federal and local financial stakeholders on the development and implementation of refugee services. Refugee agencies subsist with personal donations, grants, and most importantly federal and state/provincial funds. The type and duration of services vary based on the funding and, sometimes, the government's belief in the salience of the proposed programs for refugees (Siemens, 2011). It is plausible that the empirical literature's emphasis on the rapid adaptation of individuals in the adolescent developmental stage explains the prevalence of direct adult-only refugee services. Moreover, the provision of resources to adolescent refugees' guardian(s) or parent(s) indirectly supports the family unit and thus the

adolescent refugee. Indeed, all refugees in the study acknowledged receiving direct and/or indirect support from their refugee agency.

In conclusion, it is essential to denote the tentative and evolving nature of refugee agencies in the U.S. and Canada as multiple factors, including the limited differentiation between services for refugees and other new immigrants, the influence of state agencies on the existence, prevalence, and the type of services and populations that refugee agencies serve.

In the second phase, the study examined the life experiences of adolescent war refugees, particularly whether similar themes could emerge from participating refugees' stories and whether participating refugees' experiences varied based on the nature of their exposure to war and based on their culture. The study also aimed at developing a theory of post-migration adaptation consistent with a pre-existing socio-ecological theory of adaptation. The following paragraphs discuss three pertinent results from the second phase of the study.

First, data collection led to the gathering of multiple pre-, peri-, and post-migration experiences of adolescent war refugees. These experiences were classified into multiple themes. Adolescent war refugees' first days in the host country, the assistance they received from their refugee agency, and their family dynamics post-migration were regarded as pertinent experiences to all participating adolescent war refugees. In relation to refugee agency, adolescent war refugees revealed receiving direct and indirect resources. Interestingly, the same refugees who reported support from a refugee agency also indicated that, when inquired of their perspectives on the services they received from

their refugee agency, they either did not acknowledge nor were aware of the services provided. Some even omitted to respond to the question. It is noted that culture-related variables may have influenced their ability to respond to this question or to others in the study. However, it is also assumed that participating refugees were either confused or refused to share their perspectives on the services provided. Indeed, a request for additional services was reported by a participating refugee.

Second, three comparative analyses were conducted to explore differences in experiences between participating adolescent war refugees. Although the discovered differences in experiences ought to be reviewed with caution due to the small number of participating refugees, it still sheds light on unique issues and experiences of participating adolescent war refugees who had varying degrees of war exposure and came from different cultures (i.e. continent of origin and place of residence).

A comparative analysis of the experiences of adolescent war refugees based on their level of exposure to war revealed differences between the statements of high-level-war-exposure refugees and those of medium- and low-level-war-exposure refugees. Indeed, results showed that high-level-war-exposure refugees reported more war-related experiences than lower-levels war-exposure refugees. They also shared current war sequelae including flashbacks and phobia, while lower-levels war-exposure refugees did not. Expectedly, high-level-war-exposure refugees did mention receiving more assistance from their refugee agency than other refugees, which is consistent with a previous study by Hoges and Kim (2000). All high-level-war-exposure refugees also shared their perspectives on their school performance, indicated investing in their future to cope with

their war-related experiences, revealed their career and professional aspirations, stated maintaining strong ties with family in the host country and abroad, and disclosed having few to no friends who were originally from their host country. On the contrary, all lower-levels war-exposure refugees reported primarily on their school environment and the social interactions they engaged in school. Lower-levels war-exposure refugees communicated information on their friends' profile, their social engagements, and their social interactions in the host country. All lower-levels war-exposure refugees also revealed their future aspirations toward their place of residence, their travels, their academics, their career, their family, and their personal growth.

The trauma-related experiences of high-level-war-exposure refugees explain the categories that they all endorsed. The need and expectation for academic excellence and professional success is indeed discernable in high-level-war-exposure adolescent war refugees than in lower-levels war adolescent war refugees. High level war exposure refugees may view such success as a form of salvation of their past experiences. Wilkinson (2002) reveals high scholastic achievement of 15 to 21-year-old refugee youth, among whom 50% of them reported a desire to complete post-secondary education. Also, Stermac, Elgie, Dunlap, and Kelly (2010) found that refugees originating from war-zone areas performed as well as Canadian-born students and, in some areas, excelled and surpassed Canadian-born students. In their study, Lese and Robbins (1994) stressed the difference between the school performance and the school commitment of refugee minors. Lese and Robbins found that refugee minors' desire to perform well at school was primarily for their family rather than for their own commitment and desire to achieve academically. These results were corroborated by Nguyen (2006) who concluded that

parental capital, socio-economic status or level of education did not predict academic achievement of adolescent refugees. Only their family's influence and cultural values affected their school aspirations. Research however does not mention the impact of this academic expectation on the adolescent war refugees' wellbeing. On one hand, high school aspirations foster hope and facilitate moving forward from past war-related experiences. For instance, Ramirez and Matthews (2008) found that when refugee youth were given the choice to select the experiences they desired to report, they preferred to focus on their interests, endeavors, and hope for the future. This investment in the future may be understandable due to high-level-war-exposure refugees' revelation of current war sequelae. Nonetheless, on the other hand, the focus on the future may have limited attention to the present and to their developmentally appropriate needs. Adolescent refugees are in Erikson (1968)'s *identity vs. confusion* developmental stage in which adolescents are commonly resolving the physical and psychological consequences of puberty. This identity is primarily developed from friendships, social engagements, and interactions (Erikson, 1968). Thus, community support and feelings of belongingness become essential for high-level-war-exposure refugees, not only for their personal development but also for their gradual reintegration into a civil and non-mobile lifestyle (Porte & Torney-Purta, 1987). Indeed, although all lower-levels war-exposure refugees lamented missing their pre-migration life, including their family and social network living abroad, they still indicated making friends and interacting with peers in their host country. Furthermore, in contrast to high-level-war-exposure refugees, all lower-levels war-exposure refugees shared their current perspectives on past war-related experiences and the impact on themselves and on their native country. Although a direct link between

resources and adaptation could not be determined, the aforementioned reports allude to an association between social engagement and adaptation. Thus, participation in social-related group activities is particularly recommended for high-level-war-exposure adolescent war refugees who may benefit from the addition of positive social engagements to their daily life routine in their host country.

Further, a comparative analysis of the experiences of adolescent war refugees based on their cultural identification revealed no particular differences in the content of the disclosures of participating adolescent refugees originating from Africa and Asia. The only pertinent difference between refugees originating from Africa and those from Asia was the time period of the experiences that they reported. Statements comprised of all refugees from Africa touched upon events and perspectives from during and after their migration. This is attributed to the diverse pre-migration experiences of refugees from Africa and to one participating refugee from Africa requesting to disclose only peri- and post-migration life experiences. In contrast, refugees originating from an Asian country all provided statements on their experiences before, during, and after migration to their host country.

Additionally, a comparative analysis of refugees residing in the U.S. and Canada was conducted. All refugees residing in the U.S. and Canada revealed their experiences during migration, their perspectives on their family, their social network, and their native country's post-war development. Refugees residing in the U.S. primarily reported on their close family unit and on their social network residing in the host country and abroad, while refugees in Canada all shared on their social network in their host country.

Refugees residing in Canada also declared more resources from their refugee agency than refugees residing in the U.S. As previously noted above, these resources mostly included participation or referral to youth programs.

Third, an ecodevelopmental hypothesis of adaptation was developed based on the stories of participating adolescent war refugees. This theory/hypothesis is tentative and introductory in nature because it emanates from only ten adolescent war refugees. The ecodevelopmental hypothesis of adaptation encompasses participating refugees' stressors and resources pre-, peri-, and post-migration as well as their new experiences, learning, and personal development post-migration.

A review of the examples of resources and stress factors influencing the post-migration adaptation of participating refugees suggests that the number of reported stress-related factors before migration predominate the number of reported pre-migration resources, indicating the highly stressful experiences adolescent war refugees endured before the migration to their host country. Although a diminution of stress factors is observed in the peri-migration phase, the number of stressors is still higher than the quantity of reported resources. In the post-migration stage, similar number of stress factors and resources are observed, which can denote the null influence of post-migration stress and resources on adaptation to the host country. It is acknowledged that these observations primarily occur based on the quantity of resources vs. stress factors and not based on the perceived intensity and pertinence of one resource, one stress factor, or one component of adaptation. Still, when inquired of their perspectives on life in the host country, adolescent war refugees reported a positive, a negative, or a neutral perception.

In relation to their adaptation, adolescent war refugees shared issues that they had to adapt to, including new experiences, their own development, and most importantly the new knowledge that they acquired post-migration.

In conclusion, substantial information on the experiences of adolescent refugees was collected. The data contains rich and various experiences of a diverse sample. It is noted, however, that the recruitment of unaccompanied adolescent refugees and more refugees originating from Latin America could have further solidified the results of the study. Nevertheless, it is believed that the study sheds light on the life of adolescent war refugees. Moreover, because of the paucity of literature on refugee youth, any research project, including studies on struggling refugee youth, will clearly benefit the clinical research field. Future research may also complement this project by interviewing not only the adolescent refugees but also their social network to develop a holistic picture of adolescent war refugees' life experiences.

Furthermore, the extensive nature of the data posits some questions on the project itself. The methodology selected for the project allowed for a thorough analysis of the experiences of adolescent war refugees. Still, it is believed that the present study could have been delimited into three separate studies on adolescent war refugees with each study focusing either on adolescent war refugees' general life experiences, their culture and consequences of war, and/or the development of a comprehensive theory of adaptation or post-war recovery. It is therefore recommended that future studies utilize a semi-structured interview format to further explore one of these key concepts. Moreover, current studies have focused on comparative analysis of refugees, non-refugee

immigrants, and residents of the host country. In light of this emphasis in the research literature, future studies may compare refugee youth's characteristics and the resources offered between Canadian and U.S. based refugee agencies.

In addition, future studies ought to consider the difficulties in recollection of war-related experiences for adolescent war refugees (Ramirez & Matthews, 2008). This study emphasized the data collection of refugees who were constructively adapting to their new environment. Still, the interview variables indicate some valid reticence in exploring their war-related past experiences. A refugee revealed being out of character during the interview process, others showed concerns over the recording of the interview, yet one refugee requested to discuss only non-war related issues. It is also believed that refugees' request for one interview rather than the proposed standard two interviews per participating refugee may be related to these difficulties in exploring war-related experiences. Refugees who mentioned their perceptions of war disclosures mostly reported those as negative. Nonetheless, another refugee did indicate feeling comfortable during the interview and disclosing unusually more to the interviewer than when she participated in another study. Other participating refugees even stated being satisfied with what they had reported during the interview while others made some casual non-interview-related comments. All refugees also asked miscellaneous questions to the interviewer which were perceived as further evidence of their comfort during the interview. Furthermore, refugees indicated difficulties in explaining their story in English due to English being, for most of them, their second or third language. Some refugees even blurted non-English words during the interview. Thus, future studies ought to

consider these aforementioned issues in the design of research on adolescent war refugees.

Implications and recommendations for clinical practice and training

The study highlights cultural and mental health-related factors of significance for clinical professionals. Although only 8% of refugee agencies declared offering mental health/clinical services, refugee agencies still refer refugees in need of mental health support in community mental health-related centers. One participating adolescent refugee revealed that one of his parents received mental health support. Also, half of participating refugees currently engaged in a mental health-related group for refugee youth.

Additionally, refugee agencies provide employment assistance which includes job training, job search, and career counseling, a founding tenet of the counseling psychology field. Refugee agencies also facilitate various support groups for refugees. For instance, La Boussole, a community agency in Vancouver, developed an art educational program for adolescent refugees (La Boussole, 2011). Along with cognitive behavioral therapy, arts-based therapy has been found to be a culturally-appropriate mental health program for adolescent refugees. Research on CBT and art therapy shows improvement in confidence and increase in social interaction of refugee youth who suffered from trauma-related circumstances (Cumming & Visser, 2009; Šehović, 2000; Layne, Pynoos, Saltzman, Arslangic, et al., 2001). The Illustrated Journey Youth Program of La Boussole is a three-month art therapy/educational group for refugees between the ages of 13 to 19 years old. In this program, refugees receive support in developing an elaborated picture booklet of their pre- and peri-migration life experiences (La Boussole, 2011).

During communication with a mental health professional who has assisted refugees in the last 10 years, she reportedly indicated the lack of culturally appropriate understanding of refugees within the mental health field. Campbell and Turpin (2010) explored refugee settlement workers' perspectives, among whom were therapists assisting refugees during their resettlement process. Refugee resettlement workers requested the need for more culturally-sensitive considerations in professionals assisting refugees in order to offer services tailored to this population. Thus, the question is where do these professionals (i.e. psychologists, social workers, and counselors) attain culturally competent and evidence-based training to assist their refugee clientele? Several refugee agencies have begun offering professional development opportunities. For refugee agencies' staff, the International Council of Voluntary Agencies (ICVA; 2010) offers an online training module on UNHCR Human Rights and Refugee Protection. In Ontario, Canada, the Centre for Refugee Studies at York University (2011) developed a summer course on Refugees and Forced Migration Issues for mental health and social activist professionals. In Quebec, Canada, the division of Social and Cultural Psychiatry of McGill University offers a summer training program and an annual advanced study institute in mental health assistance of international populations (McGill University, 2011). In the United States, several refugee agencies have provided professional development opportunities, particularly with regards to refugees suffering from torture-related sequelae. In Maryland, Advocates for Survivors of Torture and Trauma (2008) provides training to health professionals in the identification and treatment of torture survivors. They also offer a one-year on-site practicum opportunity supervised by a licensed psychologist. Further, Harvard University's Harvard Program in Refugee Trauma (2011) proposes a Global

Mental Health and Recovery Training Program for mental health professionals. In New York, the Bellevue/NYU Program for Survivors of Torture (2011) offers on-site practicum opportunities. This program is also a clinical rotation of Langone Medical Center's APA-accredited pre-doctoral internship program (Langone Medical Center, 2011).

Most of aforementioned training opportunities were developed by programs in epidemiology studies, psychiatry, social work, and/or clinical psychology. A paucity of counseling psychology-inspired refugee youth programs has been discovered. The counseling psychology field may play a substantial role in the rehabilitation of refugee youth. Experiences shared in this study may inspire a framework of post-migration support for refugee youth. Counseling psychology programs may build connections with refugee agencies and develop practicum, externship, and professional development opportunities for counseling psychology trainees and professionals. Accordingly, counseling psychology students would receive didactic training on multicultural sensitivity of refugee youth, visit a refugee agency, and observe or co-facilitate ongoing activities. Later on, counseling students may facilitate a variety of groups and social activities for refugee youth. These workshops and/or groups may include diversity-focused explorations of the host country and of their native country, assertiveness training, lectures on boosting one's self-esteem, and/or play therapy or arts-based interventions to explore refugee youth's pre-, peri- and post-migration experiences.

In conclusion, professional development on refugee mental health assistance does exist. However, counseling psychology program's commitment to and inclusion of such

training in the educational curriculum still is to demonstrate. With current insecure war climates in the most populated regions of the world (i.e. in the Middle East region and the rest of Asia), the number of refugees around the world as well as those resettled in the U.S. or Canada would more than likely increase. The attention to international populations, particularly refugees, becomes imperative. It is therefore recommended that professional development opportunities are included in the curriculum of clinically-focused programs to ensure that future mental health professionals keep abreast of the increasingly diverse populations in Canada and in the United States.

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Appendix A

Demographic Questionnaire

Please respond to the following questions:

Section A: Information on the refugee center

1. Name of the center: _____
2. Location of the center (City and State/Province): _____
3. Phone Number: _____ Fax Number: _____ Email address: _____
4. Institution affiliation (international organization, local institution, religious affiliation):

5. Services rendered (please be as specific as possible, e.g. legal, social, mental health, medical, educational/school, religious, etc.): _____

6. Mental health professional(s) on staff (please provide name(s) and degree(s)):

7. Social worker(s) on staff (please provide name(s) and degree(s)):

Section B: Information on the clientele of the refugee center

8. Number of adolescent **war** refugees between the ages of 13-19 who have been in the US/Canada for **less** than 5 years and are pretty well adapting to their new environment: _____
 - 1) Among these well adapting adolescents, number of these adolescent **war** refugees based on gender: ____ female ____ male
 - 2) How many adolescent war refugees are from the following age groups: ____13 ____14
____15 ____16 ____17 ____18 ____19
 - 3) English language: ____ fluency ____ proficiency ____ limited
 - 4) Other Languages: ____ French ____ Spanish Other languages (please specify the language and the number of refugees who speak this language) _____

 - 5) Among those who are fluent or proficient in English, how many come from the following countries (please indicate the number of adolescents per country):

Burundi(____),China (____), Colombia(____), Congo(____), Eritrea(____), Iraq(____), Ivory Coast(____), Myanmar(____), Pakistan(____), Russia/Chechnya(____), Sudan(____), Somalia(____), Sri Lanka(____), Thailand(____), Zimbabwe(____),Other countries (please specify the country and the number of adolescent refugees:_____)

6) Family status of these adolescent war refugees:

A. How many were unaccompanied to US/Canada? _____:

(1) How many unaccompanied children are living with members of their community: _____

(2) How many unaccompanied children are living with unrelated legal guardian(s): _____

(3) Any other living accommodations? Please specify the types and how many children under this category: _____

B. How many children are living with their family in the US/Canada? _____:

(1) How many are living with parent(s) or immediate family members (siblings): _____

(2) How many are under the care of family relatives (uncle, aunt, etc.): _____

7) Number of these adolescent war refugees with the following war experiences:

_____ Observer only

_____ Perpetrator only

_____ Recipient of casualty only

_____ All of the above

_____ Combination of two or more experiences (please describe) _____

Would you agree to further participation in the study and potentially allow an interview with well-adapting adolescent war refugee(s) at your refugee center? ____Yes ____No

Thank you so much for your participation!

Appendix B

Study: Life Experiences of Constructively Adaptive Adolescent War Refugees

Goals

The study seeks to discover a life pattern in resiliency among adolescent war refugees. The primary purpose of the study is to determine the positive factors that have been helpful in refugees' resettlement process. The study aims at hearing from well-adapted adolescent war refugees who agree to share their experiences and to tell us what and who has been helpful in the process of resettling in the Northeast US and Greater area of Vancouver in British Columbia, Canada.

Benefits of the study

The study will provide refugee agencies a list of positive factors that are helpful to the resettlement of adolescent war refugees. This list may be instrumental in the elaboration of future services for refugees. It may also facilitate the adaptation and resiliency of adolescent war refugees. Refugee agencies will therefore gain in understanding of their population as well as discovering what has been the most helpful in the services that refugees receive in the US/Canada.

Participants

The investigator seeks to interview 13 to 19 year-old refugees or asylum seekers with some conversational knowledge of English, French, or Spanish, who have escaped war-related situations in their native country, and have been living in the US/Canada for about 5 years or less. These refugees are receiving or have received assistance from a refugee agency and are selected for participation by the agency. The refugee agency has selected them because they have shown remarkable progress and resiliency and are adapting well in the US/Canada. These refugees are also willing to share their experiences as they would love to tell their story as well as inform us of the positive factors that have helped them become more resilient.

Questions for investigation

What are the experiences of adolescent war refugees in the US/Canada?

Primary Question 1a of Research: Do these experiences have identifiable themes that can be discerned?

Primary Question 1b of Research: Will these themes vary based on war exposure and culture?

Primary Question 1c of Research: **If similar themes emerge across refugee groups, will these themes aggregate to form a coherent theory of war refugee adaptation that is consistent with a social ecology theory?**

Preliminary meeting before the interview

A representative of the center will reflect upon refugees who they deem adapting well to the US/Canada and who would potentially like to participate in the study. The representative will inform the adolescent of the study and only after preliminary interest and agreement from the adolescent that the investigator will be contacted. A meeting with the representative, the guardian(s) if the adolescent is less than 16 years old, and the adolescent will be scheduled to review information about the study, the structure of the interview, confidentiality, and agreement forms. After this meeting, the interviews will be conducted based on the availability of the parent/guardian(s) and the adolescent.

Template/Transcript of the Interview

“I am going to ask you some questions about your experience. I am not going to force you to tell me anything. If you do not want to answer, just say that you do not want to OR just give a tiny bit of information about what you remember. Will that be ok with you? Let’s start then!”

-The sub-questions (i, ii, iii ...) will be based upon the refugee’s answers and are not questions that are predetermined-

1. Can you tell me where you are from?
2. How long have you been living there until things turn bad?
3. Can you tell me what you remember from the war and what made you leave your country? Please tell me if you don’t want to answer any of the questions that I ask you, ok? Tell me only what you want to tell me and nothing more, ok?
 - a. Can you tell me what you remember from the war?
 - i. What do you remember the most from it?
 - ii. Where were you when the war began?
 - iii. What was the first time you knew that there was a war in your country?

- iv. *How did the war change things for you and/or your family?*
 - v. *How was life during the war?*
 - b. Can you tell me what made you leave your country?
 - i. *How did you leave?*
 - ii. *How was the decision made for you to leave your country?*
 - iii. *How was it leaving your country?*
 - iv. *What did you have to do to leave your country?*
 - v. *What happened when you left and before you arrived in the US/Canada?*
 - vi. *What were you feeling like when you learned that you were coming to the US/Canada?*
 - vii. *Before, what did you think of the US/Canada?*
- 4. Can you tell me about your experiences since you arrived in the US/Canada?
 - a. What surprised you the most about the US/Canada? The country? The people?
 - b. How has it been to live here?
 - i. How have school and your family and life in general here?
 - c. How has the adaptation been like?
 - d. What have been good or bad about living in the US/Canada?
 - e. What are the things and/or people that made it good for you here?
 - i. What did the people do to make it good for you here?
 - f. What are the things or people that made it difficult here?
 - i. What did the people do to make it good for you here?
 - g. What did your refugee agency do that had helped you? When you arrived? And now?
 - h. Can you tell me about a (or many) story or experience of something that was really good and made you feel happy to be here?

Post-Interview

After the interview, the participant will select a small token/reward to thank him/her for participating in the study. The interviewer will also provide to the participant a debriefing form with her contact information as well as contact information and services at the refugee agencies.

Appendix C

Looking to interview adolescents refugees

Who am I? Greetings!! My name is Arlette Ngoubene-Atioky and I am an international student from Cameroon and Belgium working on my doctorate in psychology.

What am I looking for? I am looking to interview *13 to 19 years old adolescents who left their native country because of war and who have been living in the US/Canada for about 5 years old and less.*

Why am I interested in this? From the interviews, I would like to see if there are things that are the same or different in their stories. I especially want to see how it has been for them to live in the US/Canada.

Where will the interviews happen? We will discuss where the interview will take place at the refugee center.

How long will the interview be? The interview will be about at least one hour to two hours and the second interview will be about an hour and a half maximum.

What will happen during the interview? If you are interested, I will ask questions about your life, especially when and how you left your country to come to Canada and how it has been for you to live in the US/Canada. You only answer to questions that you want to answer during the interview. Each interview will be recorded and then transferred into paper. The audio recording of the interview will be deleted when it is transferred into paper.

Who will know that I did an interview? Only people working at your refugee agency, your family, and I will know. You will choose a different name that I will use to name you. Also, I will mix your interviews with the interviews of other adolescents. So, it will be difficult for people to know who you are and what you said.

Until when are you looking for people? The interviews will be done anytime now until August 1st 2011.

What do I get from this? After the end of the interview, you will be given a \$10 gift certificate or a small game.

I am interested, what do I do now? Thank you for being interested! Please tell xxxxx from your refugee agency that you want to be interviewed. After that, they will tell me and we will set a time to meet. I will first need to discuss with you and with your guardian/parent(s), depending on your age, on this project. After that, I will interview you.

Appendix D

WRITTEN CONSENT OF DIRECTOR OF REFUGEE CENTER

This form is to request your permission to conduct interviews at the refugee center under your supervision. This study is being conducted by Arlette Ngoubene Atioky under the supervision of Dr. Arnold Spokane, a licensed psychologist and professor at Lehigh University.

The purpose of the study is to explore the experiences of adolescent war refugees: the study focuses on the circumstances that led to their exile, the process of exile, and their life in their resettled country. Your assistance is requested in identifying adolescent refugees for the study who appear to be adapting well to their new environment. Upon your recommendation and approval from the adolescent and parent(s) or guardian(s), a series of interviews will be conducted at your refugee center. The information that we obtain from the interviews will be used toward getting a general perspective on the life experiences of adolescent war refugees.

Two interview sessions (the first session lasting one to 2 hours and the second one at most 1 hour) will be conducted at a designated room in your refugee center. The adolescent will be interviewed in a room while you and the parent(s)/guardian will be in adjacent rooms waiting for the end of the interview. The primary investigator will contact you when your presence and the presence of the parent(s) or guardian(s) is needed during the interview or at the end of the interview. For the purpose of the study, each interview will be recorded and transcribed. All audio files will be deleted after completion of the transcripts. Any data or answers from the interviews will remain confidential and the names of all participants will be modified.

We anticipate that adolescents who are interviewed may feel some emotions from sharing their life experiences: they may become sad, angry, or tearful during the interview or immediately after the interview. We however do not believe that this will be long lasting. It is also our understanding that your refugee center holds on-site social support that will be available to the adolescent during or immediately after the interview. Nevertheless, if you observe or the guardian reports any unusual behaviors from the adolescent a few days after the interview that requires further assistance, we advise you to refer them to the refugee center's onsite mental health professional. However, we do not anticipate this to occur and believe that the interview will have little to no effect on the behavior of adolescent refugees. Nevertheless, during subsequent visits to interview other adolescent refugees, we will ask you to update us on the emotional status of adolescents who have already been interviewed.

If you have any questions about this study, please contact Arlette Ngoubene at ajn3@lehigh.edu or Arnold Spokane at ars1@lehigh.edu or at 1-610 758 3257. Problems that may result from participation in this study may be reported to Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University, 1-610-758-3024/ rt01@lehigh.edu. All reports or correspondence will be kept confidential.

To confirm your permission to conduct the study at your refugee center, please sign below:

Date

Signature of director of the refugee center

Name of Refugee center

Appendix E

INFORMED CONSENT FORM

Your child has been suggested for this study because she/he appears to be adapting well in their resettled country. This form is to request your permission for your child to participate as a subject in a study on adolescent refugees who are adapting well to their new environment. This study is being conducted by Arlette Ngoubene Atioky, pre-doctoral intern at UBC Counseling Services and PhD student in counseling psychology, under the supervision of Dr Arnold Spokane, a licensed psychologist, and professor at Lehigh University.

The purpose of the study is to explore the experiences of adolescent war refugees: the study focuses on the circumstances that led to their exile, the process of exile, and life in their resettled country. In order to explore their experiences, interviews will be used to get this information. The information that we obtain from the interviews will be used toward getting a general perspective on the life experiences of adolescent war refugees.

Your child's participation in the study will involve being interviewed twice: the first session lasting one to 2 hours and the second one at most 1 hour. The interviews will need to be audio-recorded. The audio files from the interviews will be transcribed. The audio files will be deleted after we complete transcribing the interviews. Any data or answers to questions will remain confidential with regard to your child's identity. Your child will be given the opportunity to choose another name that will be used to identify him or her in the study. All interviews will be collapsed to form a general view of what and how is and/or was life for adolescent war refugees.

As participants in the study, we anticipate that your child may feel some emotions from sharing their life experiences: they may become sad, angry, or tearful during the interview or immediately after the interview. We however do not believe that this will be long lasting. If any unusual behavior occurs during or immediately after the interview, we will proceed with the crisis procedures set forth by the refugee center. In addition, if you observe any unusual behavior from your adolescent a few days after the interview, we advise you to contact your refugee center which will determine services that will help your adolescent feel better. However, we do not anticipate this to occur and only believes that the interview will have little to no effect on the current behavior of your adolescent.

Your child may not receive any direct benefits from participating in this study, but participation may help increase our knowledge of other adolescents like your child. At the end of the interview, your child will be given a present of her/his choice as a small token to thank him/her for participating in the study. We do believe this interview will be positive as it will allow your adolescent to reflect upon their lives and feel proud of who they are today. The study may also be a way for the adolescent to open the door to discuss stories that perhaps s/he has not addressed or been given the opportunity to talk about.

Your decision whether or not to allow your child to participate is voluntary. You are free to withdraw your child from this study at any time. Withdrawal from the study will not affect your relationship with the refugee center and Lehigh University. If your child does not want to answer a particular question, s/he will not be forced to do so.

If you have any questions about this study and what is expected of you in this study, please contact Arlette Ngoubene Atioky arlette.atioky@ubc.ca or Arnold Spokane at ars1@lehigh.edu or at 604-564-7975. Problems that may result from participation in this study may be reported to Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University, 1-610-758-3024/ rt01@lehigh.edu. You may also contact the refugee center director if you have complaints, questions or concerns after the interview. All reports or correspondence will be kept confidential.

To confirm your consent to the participation of your child, a minor, as a subject in the study described, please sign below.

Date

Signature of minor subject's parent or guardian

Date

Signature of minor subject's second parent or guardian

I, the undersigned, have defined and fully explained the study to the above subject.

Date

Investigator's Signature

I was present when the study was explained to the subject(s) in detail and to my best knowledge and belief it was understood.

Date

Witness

Appendix F

ASSENT FORM

This form is to ask you if you agree to participate as a subject in a study on the experiences of adolescent war refugees. This study is being done by Arlette Ngoubene Atioky, pre-doctoral intern at UBC Counselling Services and counseling psychology PhD student at Lehigh University, and reviewed by Dr Arnold Spokane, a licensed psychologist and professor at Lehigh University.

The purpose of the study is to look at your experiences as adolescent refugees who escaped war: the study is looking at what made you leave your country, how you left your country, and how it has been for you to live in your new resettled country. In order to explore your experiences, we will interview you and use that information to get a general idea of what the life of adolescent war refugees is like.

What we would like is for you to accept that we interview you twice: the first interview will be one to two hours long and the second one will be at most 1 hour. We will need to audio record each interview and transfer them into written documents. Any information or answers to questions at the interview will not reveal your name or who you are. We will ask you to select a name that we will use to name you in the study. The audio files will be deleted as soon as we finish transferring them into written documents.

We think that you may feel some emotions from sharing your story: depending on what you want to talk about, you may become sad, angry, or tearful during the interview or after the interview. We do not think that you will feel like that for long. If you do feel this way because of the interview a few days after, please contact xxxxx a staff at the refugee center at this phone number xxxxxx. This person will help you deal with these emotions.

To thank you for participating, we will give you a present of your choice after you finish the interview. We would like that you accept to be interviewed as this will help us understand adolescents like you better and also allow us to think of better services to provide you and other adolescent war refugees. We think that you may also enjoy the interview: it may help you look back at your life and feel proud of who you are today. The study may also be a way for you to discuss stories that perhaps you have not talked about or been able to talk about before.

It is your decision to participate or not and it is also your decision to stop the interview at any time. Doing so will not put you, the center, or your parent(s) or guardian(s) in any trouble. You will also not be forced to answer a question if you do not want to.

If you have any questions about this study and what is asked of you in this study, please contact Arlette Ngoubene Atioky at ajn3@lehigh.edu or Arnold Spokane at ars1@lehigh.edu or at 604-564-7975. Problems that you may experience from being interviewed may be sent to Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University, 1-610-758-3024/ rt01@lehigh.edu. You can also contact the director of the refugee center for anything that you would like to say on this study.

To confirm that you have understood what is written above and that you accept to participate in this study, please sign below.

Date

Signature of minor

I, the undersigned, have defined and fully explained the study to the above subject.

Date

Investigator's Signature

I was present when the study was explained to the subject in detail and to my best knowledge and belief it was understood.

Date

Witness

Appendix G

INFORMED CONSENT FORM

This form is to ask you if you agree to participate as a subject in a study on the experiences of adolescent war refugees. This study is being done by Arlette Ngoubene Atioky, pre-doctoral intern at UBC Counselling Services and counseling psychology PhD student at Lehigh University, and reviewed by Dr Arnold Spokane, a licensed psychologist and professor at Lehigh University.

The purpose of the study is to look at your experiences as adolescent refugees who escaped war: the study is looking at what made you leave your country, how you left your country, and how it has been for you to live in your new resettled country. In order to explore your experiences, we will interview you and use that information to get a general idea of what the life of adolescent war refugees is like.

What we would like is for you to accept that we interview you twice: the first interview will be one to two hours long and the second one will be at most 1 hour. We will need to audio record each interview and transfer them into written documents. Any information or answers to questions at the interview will not reveal your name or who you are. We will ask you to select a name that we will use to name you in the study. The audio files will be deleted as soon as we finish transferring them into written documents.

We think that you may feel some emotions from sharing your story: depending on what you want to talk about, you may become sad, angry, or tearful during the interview or after the interview. We do not think that you will feel like that for long. If you do feel this way because of the interview a few days after, please contact xxxxx, a staff at the refugee center at this phone number xxxxxx. This person will help you deal with these emotions.

To thank you for participating, we will give you a present of your choice after you finish the interview. We would like that you accept to be interviewed as this will help us understand adolescents like you better and also allow us to think of better services to provide you and other adolescent war refugees. We think that you may also enjoy the interview: it may help you look back at your life and feel proud of who you are today. The study may also be a way for you to discuss stories that perhaps you have not talked about or been able to talk about before.

It is your decision to participate or not and it is also your decision to stop the interview at any time. Doing so will not put you, the center, or your parent(s) or guardian(s) in any trouble. You will also not be forced to answer a question if you do not want to.

If you have any questions about this study and what is asked of you in this study, please contact Arlette Ngoubene Atioky at ajn3@lehigh.edu or Arnold Spokane at ars1@lehigh.edu or at 604-564-7975. Problems that you may experience from being interviewed may be sent to Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University, 1-610-758-3024/ rt01@lehigh.edu. You can also contact the director of the refugee center for anything that you would like to say on this study.

To confirm that you have understood what is written above and that you accept to participate in this study, please sign below.

Date

Signature of adult participant

I, the undersigned, have defined and fully explained the study to the above subject.

Date

Investigator's Signature

I was present when the study was explained to the subject in detail and to my best knowledge and belief it was understood.

Date

Witness

Appendix H

Demographic information

Participant # _____

Information on study reviewed: _____

Consent Forms Reviewed and Signed: _____

Copies of Consent Forms: _____

Debriefing form & Reward provided: _____

Alias of participant: _____

Age: _____

English Proficiency (strong, proficient, basic): _____

Gender: _____

Language(s) Native & Spoken:

Ethnic Identity:

Family Status:

Religion/Spirituality:

Interviews date and time:

Questions/Comments: _____

Appendix I

Demographic Chart

Alias	Age	Sex	Language	English proficiency	Country	Ethnic identity	Religion/Spirituality	Years/months in US	Family status	Nature of War Exposure

Appendix J

Template/Transcript of the Interview

“I am going to ask you some questions about your experience. I am not going to force you to tell me anything. If you do not want to answer, just say that you do not want to OR just give a tiny bit of information about what you remember. Will that be ok with you? Let’s start then!”

-The sub-questions (i, ii, iii ...) will be based upon the refugee’s answers and are not questions that are predetermined-

1. Can you tell me where you are from?
2. How long have you been living there until things turn bad?
3. Can you tell me what you remember from the war and what made you leave your country? Please tell me if you don’t want to answer any of the questions that I ask you, ok? Tell me only what you want to tell me and nothing more, ok?
 - a. Can you tell me what you remember from the war?
 - i. *What do you remember the most from it?*
 - ii. *Where were you when the war began?*
 - iii. *What was the first time you knew that there was a war in your country?*
 - iv. *How did the war change things for you and/or your family?*
 - v. *How was life during the war?*
 - b. Can you tell me what made you leave your country?
 - i. *How did you leave?*
 - ii. *How was the decision made for you to leave your country?*
 - iii. *How was it leaving your country?*
 - iv. *What did you have to do to leave your country?*
 - v. *What happened when you left and before you arrived in the US/ Canada?*
 - vi. *What were you feeling like when you learned that you were coming to the US/Canada?*
 - vii. *Before, what did you think of the US/Canada?*
4. Can you tell me about your experiences since you arrived in the US/Canada?
 - a. What surprised you the most about the US/Canada? The country? The people?
 - b. How has it been to live here?
 - i. How have school and your family and life in general here?
 - c. How has the adaptation been like?
 - d. What have been good or bad about living in the US/Canada?
 - e. What are the things and/or people that made it good for you here?
 - i. What did the people do to make it good for you here?

- f. What are the things or people that made it difficult here?
 - i. What did the people do to make it good for you here?
- g. What did your refugee agency do that had helped you? When you arrived? And now?
- h. Can you tell me about a (or many) story or experience of something that was really good and made you feel happy to be here?

Appendix K

Phase I: Open Coding – Unit Selection (group form)

Participant: _____

Date of Analysis: _____

Notes/ comments:

Title of Unit	Alias	Line #	Statements

Appendix L

Title of meaningful units

Title of Meaningful Units	Page(s)

Appendix M

Axial coding – list of categories (title & definitions) and units

Category _____:

[illegible]

Category _____:

[illegible]

Appendix O

Memo-writing

May 4th 2010

Changes were made on the group agreement form: A column “of participant” was removed because it was already implied in the unit as being in relation to the participant.

June 10th 2010

The team shared the potential experience of re-traumatization of a participant as well as other open-ended questions that could have been asked during the interview to confirm this hypothesis.

July 13th 2010

The team noticed differences between first and second participant in the expression of witnessed war-related incidents.

July 15th 2010

The team experienced challenges with how to appropriately structure data analysis due to the perpetual revision of the meaningful units. The transcript also needed to be revised to remove additional identifiable information. The revision of the transcript led to challenges in determining the line numbers in a transcript that applied to a particular meaningful unit. It was decided that the primary investigator will inform the team of a necessary revision. She would then make retroactive changes in the group agreement form so that the line numbers do align with the right meaningful unit.

The team noticed the temptation in elaborating categories rather than units. The team generated more and more categories rather than meaningful units. This group meeting was therefore primarily a discussion on how to focalize on units rather than on categories. Further, if a category rather than a unit would emerge, the emphasis would then revert back to the statement and paraphrase it as simple as possible.

The team also experienced some heavy emotional times when exploring and analyzing a participant’s war-related experiences. In order to cope, we attempted to incorporate humor from times to times. The primary investigator also encouraged the members of the team to utilize our meetings for debriefing on the readings of the transcript and receive support when reacting to a particular statement from a participant.

July 23rd 2010

A potential category may be acclimation to US environment/weather.

August 24th 2010

The team experienced some difficulty in discerning the meaning of certain statements and struggled between interviewee's context and content – but we all agreed that content predominates. A disagreement emerged in the team with regards to a participant's cultural values (e.g. differences between an engrained responsibility to take care of one's family and a burden to take care of one's family). The emphasis on content rather than on context led the team to paraphrase the participant's statement in which he clearly indicated a responsibility rather than a burden to care for his family.

September 27th 2010

Due to a participant's limited disclosure at times, the interviewer had to ask more structured questions. The team found challenging to code statements from this participant who responded to the interviewer's questions with one or just a handful of words. In the group agreement document, the team agreed to incorporate the interviewer's questions in parenthesis to make it more comprehensive.

November 1st 2010

In the last two weeks, due to the generation of more than 500 meaningful units as of date, the team began generating categories. The forms elaborated for this process were found helpful. However, the primary investigator realized that the transfer to and utilization of Microsoft excel to sort the meaningful units was quite helpful. It was then determined that data transfer to Microsoft excel would occur for the remaining analysis.

To appropriately track and code each participant, a coding system was created and consisted of the first letter of the name of the participant, their order in the data collection, a "-", and the chronological number of the meaningful unit. For example, if a participant was (alias) named Laeticia, was interviewed in 3rd place, and the developed unit from one of her statement was n° 23, then the code would be L3-23.

The Basic needs category was developed in consideration of UN child chart which includes attending to a child's basic needs.

Due to difficulties in recruiting participants, the team had to stop our weekly data analysis meeting and agreed to resume when a new participant is recruited.

November 8th 2010

Possible higher category of "parent-child disagreements" could be "interaction with parents."

Potential higher category of “recollection of war” for “feelings toward the war.”

December 1st 2010

Relationships with family members – “family dynamics” could be a higher category.

December 6th 2010

Limitation – participant’s skewed view of reality of (asylum seeker) resettlement process
- M5-16.

December 22nd 2010

Report of war from four senses – category.

War violence against self is defined as “Identification and perspectives on acts of violence in a war context perpetrated at participant.

War violence against civilians is defined as “Identification and perspectives on acts of violence perpetrated at civilians in a war context.”

War violence against family is defined as “Identification and perspectives on direct and indirect acts of violence perpetrated at self and family during a war context.”

“Perpetrators of war” category includes participants’ definition and identification of perpetrators of war.

January 7th 2011

I noticed that because of language difficulties and/or the developmental age of participants, more structured questions were utilized to explore a participant’s experiences. However, participants were very keen on refuting statements that did not apply to their experiences.

January 19th 2011

The team discussed how disclosures of one’s feelings were minimal due perhaps to a participant’s young age. Asking more structured questions would perhaps facilitate the disclosures of one’s emotions. We also reflected on how one’s developmental age impacted experience and perception of an experience. One interesting issue that we discovered was the discrepancies in a participant’s story: a participant would provide two divergent allegations. It was agreed that both diverging statements would be coded.

February 2nd 2011

Another temptation in elaborating categories from meaningful units. “Note to self = a chaos as a category.”

War violence against self- not put in the "participation in war" category due to focus on victimization rather than on infliction of violence to others.

WHY category includes participants’ philosophical reflections on war and peace.

Elaboration of sections based on the time period and the content of categories, i.e. categories during the war in the “Peri-war” higher category, categories, Categories about life in transit would be under “in transit” higher categories, and categories about school in the host country would be in the “school” category etc.

February 14th 2011

Disclosure of coping - Coping resources include (a) mental/cognitive resources such as cognitive mindset (i.e. hope, optimism, self-efficacy) (Schwarzer & Jerusalem, 1995), (b) social resources (i.e. social support, social network), (c) material resources (i.e. finances, income, school), and (d) environmental resources (i.e. privacy and current infrastructure) (Ai & Peterson, 2005; Ai, Peterson, & Huang, 2003). Cross (1995) reports that primary coping (i.e. direct action-based forms of coping) is more prevalent in individualistic cultures while secondary coping resources (i.e. internal/cognitive forms of coping) are more apparent in collectivistic cultures.

War impact on food consumption – “post-war sequelae” could be a higher category.

April 27th 2011

The team explored culture, history, and war circumstances from each country while analyzing the data. We found it particularly helpful to understand certain acronyms or words that participants conveyed during the interview and that they did not explain quite well. However, although it gave us some insightful background, the team continued to first attend to the content of participants’ statements.

We were torn with the concept of war. Does it encompass war for drugs, war for diamonds, or even difficulties with the police? The team agreed to refer to the UN’s definition of a war conflict.

May 25th 2011

The team had difficulty deciphering a participant’s statements as sentences were broken. When this participant explained a concept, he would then move into exploration of another issue and then on and on... Sometimes, a paragraph consisted of many ideas but

not of one single topic. A member of the team assumed that it was developmentally appropriate.

June 23rd 2011

The team discussed societal norms learned in school and within a culture and how it impacted one's ability to interact with the opposite sex.

July 3rd 2011

WHY category includes participants' philosophical reflections on war and peace.

FIRST DAYS category consists of participants' experiences on the first day until the fourth weeks of their arrival to the host country.

Perspectives on resettled country category – should it include “atmosphere” or “climate”?

July 11th 2011

While transcribing, I was puzzled with the impact of my non-verbals on a participant's disclosure as well as whether how my encouraging statements have an effect on participant's points of view. During the same interview, it was difficult to remain neutral, especially when confronted with an issue that as a counselor, I could struggle with. There were indeed challenges when being told issues which made me concerned over a child's safety. With supervision and consultation, I was pleased to come to the conclusion that none of these concerns were valid. In addition, I also realized that I struggled with keeping participants' young beliefs about their life, their future, and their marital expectations, etc.

Displacement during war – to include under protection strategies?

Delimitate the high category “refugee agency assistance” with “educational (acculturation and education) assistance, finance & occupation (job assistance and financial assistance), basic needs, health (medical & mental health), other, social events.”

T8-68 under “social expectation” would be better under “social norm”?

K9-307 – belief on education?

July 16th 2011

The team agreed that good was synonymous to positive, liking or nice.

July 21st 2011

The team also discussed the history of wars in Africa as well as the colonization and geographical delimitation of African countries. Discussion on the utilization of culturally-influenced rather than Christian-English names.

July 25th 2011

Cultural discussion of names: A participant's statements on his parents' selecting two names for administrative and cultural perspectives briefly brought me back to my own cultural norms on name-giving.

Intriguing resettlement process: The more I am transcribing this interview, the more puzzled I become over the resettlement process of refugees, particularly the criteria and the decision-making process in the selection of refugees to be resettled. Older and un-resettled group of people from a country who built their own village and therefore decided to remain in a transit country due to a lack of resettlement? Then, UN decided years afterwards to randomly distributed forms to resettle them?

August 1st 2011

The team discussed our mandate to help a participant if mentioning of an anxiety attack and if we would be ethically bind to first assess and determine the mental health risk. The team believed that exam stress was common among teenagers. Thus, it was deemed that the interviewer did respond accordingly.

August 8th 2011

To respond to the second sub-question, the Microsoft excel button "find all" helped to erase units of participants who were not in the high-level-war-exposure group. The same procedure was used for the other groups.

It was a struggle to determine what to include or not in the results – due to the extensive nature of the data, it was decided that only categories endorsed by all participants of a particularly group would suffice.

August 10th 2011

The team discusses refugee kids' heavy responsibility to excel due to parental pressure – nine of the 10 adolescents interviewed sought to excel in school.

August 15th 2011

Some definitions & abbreviations.

Host country: the country where refugees have been resettled.

Transit country: the country, usually bordering a native country, in which participants temporarily sought refuge while in exile or while waiting for resettlement elsewhere.

Repatriation: the process by which refugees decide to return permanently to their native country.

Refugee of war: an individual who was forced to leave his or her country of origin due to war-related circumstances in his or her country.

Pre-migration: the time period before existence of or the reflection on the possibility for exile.

Peri-migration: the process by which a refugee migrates in a host country.

Post-migration: the time period in which refugees have landed and have begun living permanently in their host country.

Internal displacement: traveling of refugees within their native country because of war-related circumstance in their native location.

Units: the total number of meaningful units within a reported category.

October 4th 2011

In this final paragraph, I would like to convey my thoughts of the interview process. I must admit that I was extremely surprised by participating adolescent refugees' presentation, wit, and maturity during the interviews. Although they experienced many adversities, they all presented themselves so well and were still so eager to live and to accomplish dreams in the future. Frankly, the first minutes with these adolescents were difficult because they emanated an aura of individuals who hold *so many* weights and so many experiences in mind, some of them were obviously difficult to reveal to a stranger. Still, they let me in. They offered me a glimpse of their experiences and an immense lesson on life, resilience, and human strength. I am so grateful to them.

Appendix N

Roster of refugee agencies/programs/services located in Northeastern U.S. and the Greater area of Vancouver, British Columbia, Canada

#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
1	CT	Cambodian Health Network	1125 New Britain Ave, West Hartford CT 06110	860-561-3345	tkuoch@khmerhealthadvocates.org	www.KhmerHealthAdvocates.org www.CambodianHealth.org	860-561-3538	health consultation, mental health services, interpretation services, outreach	4
2	CT	Catholic Charities Migration & Refugee Services	125 Market St, Hartford, CT 06103	860-548-0059 860-839-8411 1888-405-1183	jgough@ccaoh.org	http://www.ccaoh.org/Mig_Refugee.html		resettlement services, employment services, immigration/naturalization services, trafficking services (including clinical and case management), co-sponsoring program	10
3	CT	Connecticut Coalition of Mutual Assistance Associations	143 Madison Ave, Hartford, CT 06106	860-236-6452	ccmaa@hartnet.org	http://www.ccaa.org/index.html	860-236-6456	Seniors Services, Community Organizing (self-sufficiency), Crime Victim Advocacy (funded by state victim services), youth development, health care access, translation and interpretation	7
4	CT	Integrated Refugee & Immigrant Services	235 Nicoll St, 2nd Floor, New Haven, CT 06511	203-562-2095	khebrank@irisct.org info@irisct.org	http://www.irisct.org/index.html	203-562-1798	Resettlement, job assistance, case management and support services (including counseling services), education, co-sponsorship program, legal services	9
5	CT	Jewish Federation of Greater New Haven	360 Amity Rd, Woodbridge, CT 06525	203-387-2424	ygerovich@jewishnewhaven.org	http://www.jewishnewhaven.org/	203-387-1818	Housing and maintenance, health care, vocational counseling, continuing professional education, English tutoring, ongoing case management	4
6	CT	Jubilee House: Refugee Assistance Center	40 Clifford St, Hartford, CT 06114	860-547-1844 860-247-3030	jomaroc@aol.com maris.hickey@jubileehouse.org	http://www.jubileehouse.org/programs2.htm	860-548-9635	Outreach and volunteering services	7

7	CT	Lutheran Social Services of Southern New England: Unaccompanied Refugee Minors Program	46 Woodland St, Hartford CT 06105	860-525-5174	jlantz@lssne.org	http://www.lirs.org/site/c.nhLPJ0PMKuG/b.5537769/k.BFCA/Home.htm	860-525-5174	cultural integration program, financial self-sufficiency support, housing for unaccompanied refugee children, family reunification program	7
8	CT	The International Institute of Connecticut, Inc: Refugee Resettlement	670 Clinton Ave, Bridgeport, CT 06605	203-336-0141	smackwell@iiconn.org admin@iiconn.org	http://www.iiconn.org/RefugeeResettlement.htm / http://www.iiconn.org/contact.htm	203-339-4400	Financial counseling, Trafficking services, Immigration services, Employment & training programs (including American culture orientation, ESL, etc.), Refugee Bulletin	6
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
9	DC	Catholic Community Services: Catholic Charities of the Archdiocese of Washington	924 G Street NW, Washington DC 20001	202-939-2400 202-772-4300 202-266-3063	communications@ccs-dc.org http://www.catholiccharitiesdc.org/contact/ jane.strom@catholiccharitiesdc.org	http://www.catholiccharitiesdc.org/find/result/?service=Immigrant,%20Refugee,%20Asylee	202-772-4408 202-772-4401	Education, job training, employment services, food support, legal services (Non criminal cases), adoption, foster care.	8
10	DC	Ethiopian Community Services & Development Council	1525 Newton St NW, Washington DC 20009	202-319-0045	ecsdc@verizon.net		202-319-0048	Formulating policies on population, refugee, migration and administering us refugee assistance	6
11	DC	The International Rescue Committee in Washington DC	8700 Georgia Ave Suite 500, Silver Spring, MD 20910	301-562-8633 ext. 204 301-562-8633(ext. 204)	Vu.Dang@theIRC.org	http://www.rescue.org/us-program/us-washington-dc		case management, immigration services, employment services, asylum program, health specialist	4
12	DC	Southeast Asia Resource Action Center (SEARAC)	1628 16th St NW, Washington DC 20009-3099	202-667-4690	doua@searac.org searac@searac.org	http://www.searac.org	202-667-6449	employment resources, community outreach, policy, capacity bldg, and research	2
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered

13	DE	Catholic Charities, Inc : Refugee Resettlement Program	2601 West Fourth St, Wilmington, DE 19805	302-654-6460	pbossi@cdow.org	http://www.cdow.org/g/immigration.html	302-654-9757	Immigration services, reception, placement and monitoring services of cases	3
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
14	MA	Boston Center for Refugee Health and Human Rights at Boston Medical Center	771 Albany St, Dowling 7, Boston MA 02118	617-414-4794 617-638-8000	scrosby@bu.edu dana.rouf@bmc.org	http://www.bcrhr.org/g/index.html	617-414-4796	health services (medical, mental health, dental), legal and social services, interpretation services	4
15	MA	Cambodian Mutual Assistance Association	120 Cross St, Lowell, MA 01854	978-454-6200	http://www.cmaalowell.org/contactus.html	http://www.cmaalowell.org/		Cambodian health promotion, elderly assistance, adult education, young parents program, citizenship, individual development accounts, Cambodian translation service, building community career, connecting consumers with care, first time homebuyer education	6
16	MA	Catholic Charitable Bureau, Archdiocese of Boston: Refugee and Immigration Services	75 Kneeland St, 8th Floor, Boston, MA 02111	617-451-7979 ext. 7940 617-482-5440	debbie_rambo@ccab.org	http://www.ccab.org/locations/metro-boston/refugee-and-immigration/	(617) 451-0337 617-629-5768	community interpreter services, immigration legal services, refugee employment services, refugee resettlement, ESL	5
17	MA	Community Legal Services and Counseling Center	One West St, Cambridge MA 02139	617-661-1010	mrohani@clsacc.org ldiss@clsacc.org	http://www.clsacc.org/g/	617-661-3289	legal services, counseling services	2
18	MA	Ethiopian Community Developmental Council: Refugee & Immigration Assistance Center	31 Heath St, Jamaica Plain MA 02130	617-522-8882 978-459-9031	somaliwca@aol.com	http://www.ecdcinternational.org/whatwedo/resettlement.asp	617-522-8345	resettlement, health care promotion, community outreach, cultural immersion & empowerment, educational training, employment services	4

19	MA	Greater Boston Legal Services	197 Friend St., Boston, MA 02114 (main) 60 Gore St., Suite 203, Cambridge, MA 02141	617-371-1234 (main), 1800-323-3205, 617-371-1229 (TDD), 617-603-2700, 617-494-1757 (TDD)		http://www.gbls.org	legal services (immigration, welfare law, housing, miscellaneous, foreclosure, employment, family, health), outreach services	2
20	MA	Harvard Program in Refugee Trauma	Department of Psychiatry, Massachusetts General Hospital, 22 Putman Ave, Cambridge, MA 02139	617-876-7879	rmollica@partners.org	http://hpri-cambridge.org	617-876-2360 community-based (medical and mental health) clinical care for torture survivors, collaboration with attorneys, training services for mental health professionals	4
21	MA	International Institute of Boston & Lowell	One Milk St, Boston, MA 02109 , 144 Merrickmack Street, suite 302, Lowell, MA 01852 315 Pine St, Manchester, NH 03103	617-695-9990 978-459-9031 630-647-1500 781-593-0100	beacon@iiboston.org jtravers@iiboston.org aweber@iiboston.org	http://iine.us/	617-695-9191 978-459-0154 603-669-5830 employment services, counseling services, legal services, ESL, financial services	5
22	MA	Jewish Family & Children's Service (JFCS)	1430 Main St, Waltham MA 02451, 298 Union St, Lynn, MA 01901	413-582-6790 781-593-0100 781-647-5327	efeinberg@jfcsboston.org HR@jfcsboston.org http://www.jfcsboston.org/about/contact_us.cfm	http://www.jfcsboston.org/fcs/new_amMariano_services.cfm#refugee	social services, educational services, employment services, medical and financial assistance	3
23	MA	Jewish Family Service of Western MA: New American Services	15 Lenox St, Springfield MA 01108, 16 Armory St, Northampton, MA 01060, 196 South St, Pittsfield, MA 01201	413-746-2001 or 413-737-2601 413-236-5735 508-754-1121 978-459-	m.mohamed@jfswm.org r.marmor@jfswm.org	http://www.jfswm.org/newamMarianoans.html	413-737-0323 413-582-6758 413-236-5740 resettlement, cultural immersion, employment and training services, ESL and literacy, case management, immigration services, mental health services & consultation, senior program	7

24	MA	Lynn Community Health Center	269 Union St, Lynn, MA 01901	781-581-3900		http://www.lchcnet.org/		medical assistance, mental health assistance, outreach services, nutrition consultations/workshops, referrals for medical, health, child care,	5
25	MA	Lutheran Social Services of Southern New England: Unaccompanied Refugee Minors Program	888 Worcester St Suite 160, Wellesley, MA 02482, 20 Hamilton St, Worcester, MA 01604 593 Main St, West Springfield MA 0189 51 Union St., Suite 222, Worcester MA, 01608	781-997-0875 508-754-1121 508-754-1121 ext 403 413-787-0725 ext. 401 978-459-9031	mbartholomew@lssne.org jdahlstrom@lssne.org syusenko@lssne.org	http://www.lssne.org/Services-New-AmMioans/Refugee-Children/More-Information--Location-and-Directions.aspx	413-734-0859 508-754-1393	For unaccompanied refugee minors: indirect financial support for housing, food, clothing and basic necessities, educational support, intensive case management services, 24 hour emergency on-call support, assistance adjusting immigration status, health, mental health, and legal services, cultural and recreational activities, mentoring and life skills training	12
26	MA	Refugee Immigration Ministry	142 Pleasant St Suite 203, Malden, MA 02148	781-322-1011	Christine.rim@verizon.net ruth.rim@verizon.net information.rim@verizon.net	http://www.r-i-m.net/		cluster/community representative groups, case management, job preparation, training program (culture, trauma), spiritual care services	5
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered

27	MD	Advocates for Survivors of Torture and Trauma	431 E. Belvedere ave., Baltimore, MD 21212 1624 U. Street NW, Washington, D.C. 20009	410-464-9006	info@astt.org	http://www.astt.org/	410-464-9010	Mental health services, social services (case management), outreach	4
28	MD	Baltimore City Community College: Refugee Services	710 E. Lombart St Room 20, Baltimore MD 21202	410-986-5464 410-986-5430 410-986-5457	kmeadowcroft@bccc.edu	http://www.bccc.edu/8874928132040/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=52472	410-986-5442	ESL, youth program with school system participation, employment training	4
29	MD	Catholic Charities : The Refugee Resettlement Program / La Casita	411 Wicomico St Suite A, Salisbury, MD 21801	410-749-2287	pbossi@cdow.org	http://www.cdw.org/immigration.html	410-749-2238 410-749-2238	Immigration, ESL, cultural/community orientation, assistance in learning about household management/budgeting, fun outings, basic needs, case management	5
30	MD	Department of Health and Mental Hygiene	201 W Preston St 3rd floor, Baltimore MD 21201	410-767-6664	dshah@dhmh.state.md.us	http://www.dhmh.state.md.us/public-rel/html/2009/joint042009.htm		financial services, research on refugees	2
31	MD	Karen American Foundation	P.O. Box 5298, Hyattsville, MD 20782	206-384-0997	contact@karensusa.org	http://www.karensusa.org/		Resettlement, cultural and social assistance for refugees from Burma, cultural adjustment services, advocacy and outreach for Burma refugees, case management	6
32	MD	Jewish Social Service Agency (JSSA): Newcomer Resettlement Program	6123 Montrose Rd, Rockville MD 20851	301-881-3700	info@jssa.org http://www.jssa.org/web/guest/contactus	http://www.jssa.org/services/community/newcomer	301-770-0901	case management, employment services, cultural immersion & training, financial assistance, legal services, medical services	6
33	MD	Lutheran Social Services: National Capital Area - Refugee & Immigrant Services/The International Rescue Committee Baltimore	3516 Eastern Ave, Baltimore, MD 21224 8700 Silver Spring, MD 20910	202-723-3000 301-562-8633 410-558-3163 410-558-3168	WarrenL@lssnca.org sym@lssnca.org (Baltimore) schillerj@lssnca.org (Silver Spring) baltimore@theIRC.org / Marioa.delviscio@theIRC.org (Baltimore)	http://www.lssnca.org/lss/wwd_refugee http://www.theirc.org/where/united_state_s_baltimore_md/irc_refugee_resettlement_in_baltimore.html	410-327-1941 301-562-8586 410-558-3199	Resettlement process, employment services, special social programming, case management, women empowerment, unaccompanied refugee minor care (after school youth program), public health advocacy, health education, cultural orientation	7

Regional
Office

#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
34	ME	Catholic Charities of Maine: Refugee & Immigration Services	250 Anderson St, Portland, ME 04101 Lewiston City Hall, 27 Pine St, Lewiston, ME 04240	207-344-6615 207-344-6615 1800-781-8560	RISinfo@ccmaine.org g info@ccmaine.org	http://www.ccmaine.org/info.php?info_id=73	207-871-7465 207-344-6617	access to basic care, interpretation services, employment, medical and mental health services	5
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
35	NH	International Institute of New Hampshire	315 Pine St, Manchester, NH 03103	603-647-1500 617-695-9990	beacon@iiboston.org jtravers@iiboston.org	http://www.iiboston.org/	603-669-5830	employment services, counseling services, legal services, ESL, financial services	5
36	NH	Lutheran Social Services of New England	261 Sheep Davis Rd, Ste A-1, Concord, NH 03301	603-224-8111	amarchildon@lssne.org	http://www.lssne.org/Services-New-AmMarioans/Refugee-and-Immigrant-Services/Services/Refugee-Resettlement.aspx	603-224-5473	basic needs, referral to ESOL or appropriate employment, school enrollment for children, referral to medical appointment, orientation to American society and culture	4
37	NH	Coalition of African Organizations	4 Park St # 215, Concord NH 03301-6313	603-225-6101	sdc_nh@yahoo.com			Services targeting immigrants with African origins	2
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
38	NJ	Bris Avrohom	910 Salem Ave, Hillside NJ 07205	908-289-0770	Rabbibaruchlepkivker@brisavrohom.org	http://www.brisavrohom.org/templates/articlecco_cdo/aid/84292/jewish/ESL-Classes.htm	908-289-9422	ESL program	1

38	NJ	Catholic Charities - Social Services in the Diocese of Paterson: Immigration, Migration, & Refugee Services	24 DeGrasse St, Paterson NJ 07505-2001	973-279-7100 Ext 12, (Ext 38)	jduffy@catholiccharities.org	http://www.catholiccharities.org/index.php?option=com_content&view=article&id=72:immigration-migration-and-refugee-services&catid=34:cc-paterson&Itemid=85	973-279-7054	employment services, translation & interpretation, immigration services, referral services, resettlement, ESL	5
39	NJ	Catholic Diocese of Trenton: Migration & Refugee Services	149 N Warren St, Trenton NJ 08608-1307	732-869-1634	gyurkanin@aol.com	http://www.dioceseoftrenton.org/justice/migration.asp	609-394-0240	immigration services, legal services, translation & interpretation services	2
40	NJ	International Institute of New Jersey	1 Journal Square Plaza 4th Floor, Jersey City, NJ 07306	201-653-3888	institute@iinj.org	http://www.iinj.org/index.html	201-963-0252	AmeriCorps, Interpreter Services, Anti-trafficking services, immigration services, cultural adjustment, counseling, refugee resettlement, consultation & training, ESL	7
41	NJ	International Rescue Committee New York	122 E 42nd St, New York, NY 10168	212-551-3100	Luisa.Guzman@theIRC.org	http://www.theirc.org/where/united_states_new_york_ny/		case management	1
42	NJ	Jewish Family and Vocational Service of Middlesex County: Immigrant & Refugee Services	32 Ford Ave 2nd Floor, Milltown NJ 08850	732-777-1940	http://www.jfvs.org/immigrationquestion.htm	http://www.jfvs.org	732-777-1889	Immigration services, training services, cultural immersion, ESL, health access education, and referral services	7
43	NJ	Jewish Family Service	1485 Teaneck Rd, Teaneck NJ 07666	201-837-9090	info@jfsbergen.org	http://www.jfsbergen.org/index2.cfm?section=Services&content=Services	201-837-9393	resettlement, vocational services, family support & empowerment, case management, counseling	4
44	NJ	Jewish Vocational Service of MetroWest NJ: Émigré Resettlement & Workforce Programs	111 Prospect St, East Orange, NJ 07017, 901 route 10, Whippany, NJ 07981	973-674-6330 ext. 231	ylinters@jvsnj.org info@jvsnj.org	http://www.jvsnj.org/gsemigre.asp	973-674-7773	ESL, counseling (crisis, vocational, social adjustment), translation services, job training, employment services, immigration services, family resettlement services	6

45	NJ	Khmers Kampuchea-Krom Federation	P.O. Box 193, Pennsauken NJ 08110	856-614-0700 856-655-3838	http://www.khmerkrom.org/contact	http://www.khmerkrom.org/	856-583-1503	advocacy	1
46	NJ	Lutheran Social Ministries of NJ	6 Terri Lane Suite 300, Burlington, NJ 08016	609-386-7171	mhodgson@lsmnj.org info@lsmnj.org	http://www.lsmnj.org	609-386-7191	outreach services, residential services, housing, senior healthcare, continuing care retirement community	4
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
47	NY	African Refugee	140 Parkhill Ave Suite LB, Staten Island, NY 10304	718-701-4055 212-994-7177	http://volunteer.nycservice.org/org/email?contact_id=10322168966&agency_id=10322168965	http://www.africanrefuge.org/	718-228-7721	community outreach support, family support, health services including psychotherapy for youth	4
48	NY	Bellevue/NYU Program for survivors of torture	462 First Ave, New York, NY 10016	212-683-7446	ask45@aol.com akinsa01@med.nyu.edu	http://www.survivorsofotorture.org/	212-994-7177	medical, mental health, social services, and legal advocacy	4
49	NY	CAMBA	2211 Church Ave 2nd Floor, Brooklyn, NY 11226	718-288-0108 (main) 718-288-4858 718-282-2500(ext 229) 212-551-3100	JudS@CAMBA.ORG LorelieL@camba.org	http://www.camba.org/Programs/FamilySupportServices/RefugeeResettlement/tabid/133/menuheader/2/submenuheader/133/Default.aspx	718-287-0857 718-282-8329	counseling, advocacy, referrals to health services, social services, education services, and employment services	5
50	NY	Catholic Charities - Archdiocese of New York: Welcoming and Integrating Immigrants and Refugees	1011 First Ave, New York, NY 10022	212-419-3769 (main) 1888-744-7900 212-371-1000 ext 2051	http://www.catholiccharitiesny.org/get-help/contact-form/	http://www.catholiccharitiesny.org/what-we-do/welcoming-and-integrating-immigrants-and-refugees/welcome-overview/		family reunification, ESL & civic identity, immigration services, employment services, anti human trafficking and exploitation services, legal services	7
51	NY	Catholic Charities of Buffalo	394 Franklin St, Buffalo, NY 14202	716-842-0270	info@ccwny.org	http://www.ccwny.org/service_details.php?nID=74	716-842-0509	housing assistance, interpret services, ESL, case management, job training, employment services, culture immersion training, immigration services	6

52	NY	Catholic Charities of Onondaga County	527 N Salina St, Syracuse NY 13208 1654 W Onondaga St, Syracuse, NY 13204	315-472-1544 ext 41 315-474-7428 315-424-1800		http://www.ccoc.us/refugee-resettlement.html	315-424-8272	Resettlement, case management, mental health and family support services, refugee youth outreach (recreational activities, tutoring, homework assistance, etc.)	6
53	NY	Catholic Charities/Diocese of Brooklyn: Refugee Resettlement	191 Joralemon St, Brooklyn, NY 11201	718-722-6017 or ext 6010, 6009, 6071 718-722-6073	refugee@ccbq.org dquito@ccbq.org	http://www.ccbq.org/refugee.htm	718-722-6073	counseling & orientation, ESL, health services, school services, employment services, case management	6
54	NY	Catholic Charities: Immigrant Services/Resettlement	143 Schlegel Blvd, Amityville NY 11701	631-789-5210	questions@catholiccharities.cc mullen_anthony@CatholicCharities.cc	http://www.catholiccharities.cc/ourservices/immigration.html	631-789-5210	legal services, resettlement, advocacy toward access to basic needs	3
55	NY	Catholic Family Center	87 N Clinton Ave, Rochester, NY 14604	585-546-7220	JMorris@cfcrochester.org fseger@cfcrochester.org	http://www.cfcrochester.org/pg/resettlement-program		Interpreter services, employment & loan services, case management	3
56	NY	Episcopal Migration Ministries	815 2nd Ave, New York, NY 10017	212-716-6250 1800-334-7626 212-716-6000	migonzalez@episcopalchurch.org emm@episcopalchurch.org	http://www.episcopalchurch.org/emm/		ESL, resettlement services, school admission, health care access, travel loan services, emotional security, sponsorship/volunteering program, cultural adjustment, advocacy	7
57	NY	FECS - Health and Human Services System: Refugee & Immigrant Services	315 Hudson St, New York NY 10013	212-366-8400 212-366-8400 212-366-8441	info@fecs.org	http://www.fecs.org/index.html#refugee_immigrant/ http://www.fecs.org/Directory/DirectoryResults.aspx?service=Refugee%20%26%20Immigrant%20Services		case management, immigration services, counseling/clinical services, employment services, ESL, resettlement, training	6
58	NY	The Hebrew Immigrant Aid Society: Refugee Resettlement	333 7th Ave, 16th Floor, New York, NY 10001-5019	212-837-9090 ext 215	aaron.gershowitz@hias.org http://www.hias.org/en/pages/contact	http://www.hias.org/		trauma counseling, art therapy, legal services, humanitarian services, immigration services	4

59	NY	Interfaith Works of NY: Refugee Resettlement	503 N Prospect Ave, Syracuse, NY 13208 3049 E Genesee, NY, NY 13224	315-474-1261 ext 205 315-422-1593	http://www.interfaithworkscny.org/programs/cna/contact_cna.php	http://www.interfaithworkscny.org/programs/cna/	315-474-0038	housing, financial services, food, ESL, health services, employment services, cultural immersion training, case management, interpretation & translation, youth activities, senior assistance	9
60	NY	International Institute of Buffalo: Refugee Resettlement	864 Delaware Ave, Buffalo, NY 14209	716-883-1900 ext 319 or 322	dbeehag@iibuff.org spost@iibuff.org iib@iibuff.org	http://www.iibuff.org/index.php?submenu=RefugeeServices&src=gendocs&ref=RefugeeResettlement&category=Main		case management, interpreter services, ESL, health services, employment services (culture, skills), housing, transportation assistance, schooling and daycare services, immigration services	3
61	NY	International Rescue Committee New York	122 E 42nd St, New York, NY 10168	212-551-3104	NewYork@theIRC.org Lang.Ngan@theIRC.org	http://www.theirc.org/where/united_states_new_york_ny/		Case management, employment services, immigration services, development management, youth program, education services, ESL	5
62	NY	Jewish Family Service: Refugee Resettlement Program	70 Barker St, Buffalo NY 14209	716-883-1914	roseann.gromacki@jfsbuffalo.org generalinfo@jfsbuffalo.org RBray@jfsbuffalo.org	http://www.jfsbuffalo.org/reegugee.html	716-883-7637	Resettlement, ESL, employment services, basic human needs, social support services (including mental health support)	5
63	NY	Journey's End Refugee Services	184 Barton St, Buffalo, NY 14213	716-882-4963 ext 24	executivedirector@jersbuffalo.org	http://jerswny.org/	716-882-4977	Resettlement, education services, school impact program (including counseling), translation & interpretation, training services, library services, employment services, immigration services	7
64	NY	Lutheran Family and Community Services	308 W 46th St, New York, NY 10036-3801	212-265-1826	apottratz@lssny.org cconnell@lssny.org	http://www.lssny.org/site/c.guLRK3MLIrG/b.1207327/k.7F19/Program_Site_Directory.htm http://web2.userinstitute.com/30078943-lutheran-family-and-community-services.htm	212-265-2238	case management, immigration services, legal services	2

65	NY	The Mohawk Valley Resource Center for Refugees	309 Genese St, Utica, NY 13501	315-738-1083	info@mvr-cr.org	http://mvr-cr.org/index.php or http://mvr-cr.org/content/research_request.php	315-738-1168	resettlement services, case management, health & family services (including on-site mental health screening and assessment), cultural immersion services, interpretation, educational training	7
66	NY	United States Committee for Refugees and Immigrants in Albany, NY	991 Broadway Suite 223, Albany, NY 12204	518-459-1790	info@usc-ri-albany.org	http://usc-ri.refugees.org/	518-459-1876	case management, employment assistance, ESL, family support services, immigration services	5
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
67	PA	AJAPO (Acculturation for justice, access, and peace)	91 Crawford St, Pittsburg PA 15219	(412) 391-4985	yinka@ajapo.org info@ajapo.org	http://www.ajapo.org/about.htm	412-391-7151	community support outreach, cultural immersion training (including counseling), job training	3
68	PA	Catholic Services: Refugee Ministry	429 E Grandview Blvd, P.O. Box 10397, Erie, PA 16514-0397	814-824-1256	jsantor@eriercd.org	http://www.eriercd.org/charities14.asp	814-824-1264	pastoral services, housing, ESL, educational & recreational activities for refugee youth	4
69	PA	Catholic Social Services of Lackawanna County	33 E Northampton St, Wilkes Barre, PA 18701 516 Fig St, Scranton, PA 18505 214 W Walnut St, Hazleton, PA 18201	570-822-7118 570-455-1521 570-207-2283	cathsoc@dioceseofscranton.org	http://www.cssdioceofscranton.org/html/immigration_refugee_services.html		Translation & interpretation services, immigration services, referral services, crisis intervention, educational programs	5
70	PA	Church World Service	308 East King St, Lancaster, PA 17602	717-381-2894	smcgeehan@churchworldservice.org		717-381-2894	Resettlement, employment, legal services	3
71	PA	City of Philadelphia, Targeted Assistance Program Municipal Services Building, Room 1440	1401 JFK Blvd, Philadelphia, PA 19102-1617	215-686-9229	donna.wolf@phila.gov		215-686-9239	Training, advocacy and outreach, resettlement resources, translation & interpretations, legal assistance, health assistance, social resources	6

72	PA	HIAS and Council Migration Service of Philadelphia	2100 Arch St 3rd Floor, Philadelphia PA 19103	215-832-0900 215-832-0919	hiasphl@hiaspa.org info@hiaspa.org			Resettlement, immigration services, education & outreach, translation, legal services, counseling	6
73	PA	Immigration and Refugee Services: Catholic Charities of the Diocese of Harrisburg	900 N 17th St, Harrisburg, PA 17103	717-909-5544 717-232-0658	mlukic@hbgdiocese.org ccimmigration2@hbgdiocese.org	http://www.hbgdiocese.org/Default.aspx?PageID=6ffb5e88-8e35-4daf-9498-f2215bf19736	717-909-0968 717-232-7142	Pre-arrival arrangements, basic needs, airport reception, housing placement, community referrals, job placement, ESL, acculturation to the US, connection with refugee communities	7
74	PA	Institute for Cultural Partnerships	3211 N Front St, Suite 104, Harrisburg, PA 17110	717-238-1770	mckain@culturalpartnerships.org		717-238-3336	Traditional arts program, community health research partnerships, cultural diversity consultation and training, education and the arts, and newcomer community programs	5
75	PA	International Institute of Erie	517 E 26th St, Erie, PA 16504	814-452-3935	mhuseinagic@interinsterie.org	http://www.interinstitute.org/Services/tabid/56/Default.aspx	814-452-3318	education, language services, employment services, child care, culture immersion training	5
76	PA	International Service Center	21 S River St, Harrisburg, PA 17101	717-236-9401	tnp@isc76.org		717-236-3821	counseling services, Indochinese bilingual support services, ethnic rehabilitative services, temporary emergency food assistance program, information & referral services, language support services, citizenship services, immigration guidance, and language bank	8
77	PA	Refugee Social services(RSS)			nrothermel@state.pa.us	www.refugeesinpa.org		employment, education, case management, health financial	2
78	PA	Driver's license Interpretation service for newcomers	231 N. 63 street, Philadelphia, PA 19139	215-747-7500(ext. 257)	toddm@lcfsinpa.org	www.lcfsinpa.org/esl/driver_interpretation	215-747-7707	education, immigration and legal services	4
79	PA	Lutheran Children and Family Services: Refugee Services of	123 East Vine St, Lancaster, PA 17602 256 Easton Rd, Rooselyn, PA 19001	215-747-7500, 215-881-(ext.220) 717-397-4757	janetp@lcfsinpa.org Mariok@lcfsinpa.org peterg@lcfsinpa.org megg@lcfsiupa.org	http://www.lcfsinpa.org/refugee_resettlement.htm	717-397-3727	case processing, reception and placement, employment services, immigration services, assistance for unaccompanied refugees,	6

Central PA						newcomer equal employment rights		
80	PA	Refugee case processing	231 N. 63 street, Philadelphia, PA 19139	215-747-7500(ext. 206)	kadrih@lcfsinpa.org	http://www.lcfsinpa.org/refugee_resettlement.htm	case management	1
81	PA	Refugee Sponsorship	231 N. 63 street, Philadelphia, PA 19139	215-747-7500(ext. 207)		http://www.lcfsinpa.org/refugee_resettlement.htm	215-747-7707 Financial assistance, sponsorship	3
82	PA	Foster care program	1256 Easton road, Rosalyn, PA 19001	215-881-6800(ext. 277)			placement of unaccompanied refugee minor children on a temporary basis with plans for a permanent home	3
83	PA	Truancy Intervention Program	5401 Rising Sun Avenue, Philadelphia 19120	215-456-5700(ext. 251)			215-456-5719 Education, case management, Youth program	3
84	PA	Family Preservation	2169 74th Avenue, Philadelphia, PA 19138	215-424-3741(ext 250)			education, counseling, case management	3
85	PA	In Home Protective Services(IHPS)	2169 74th Avenue, Philadelphia, PA 19138	215-424-3741(ext. 207)			215-424-5397 Safety, Crime (Sexual abuse),Integrity of family unit	2
86	PA	Nationalities Service Center/SEAM MAC	1216 Arch St 4th floor, Philadelphia, PA 19107 1711S Broad St, 2nd floor, Philadelphia, PA 19148	(215) 893-8400, Ext. 1538	dmulligan@nscphila.org RCS@nscphila.org ldursunova@nscphila.org	http://www.nationalitiesservice.org/	215-735-9718 ext. 1528 education (ESL), social services (for survivors of torture, ethnic community bldg), legal services, translation & interpretation, senior services	6
87	PA	New World Association	9857 Bustleton Ave, Philadelphia, PA 19115	215-856-7315	russworld@aol.com		outreach, referral, case management	2
88	PA	Refugee & Immigration Service Center: Jewish Family & Adolescents' Service of	828 Hazelwood Ave, Pittsburgh, PA 15217	412-422-7200	laizenman@jfcspgh.org czabusky@JFCSpg.org		412-422-9540 Youth program, educational services, adoption services, career & outplacement services, counseling services, elder care, immigration services, central scholarship & loan	8

Pittsburgh								referral service	
89	PA	Refugee Assistance Program (RAP): Catholic Social Services of the Diocese of Allentown (CSA)	530 Union Blvd, Allentown, PA 18109	610-435-1541	wmiller@Samtowndiocese.org	http://www.Samtowndiocese.org/csa/refugee.htm	610-435-4541	resettlement, social services (ESL, employment, immigration services, counseling	5
90	PA	Refugee Assistance Program (RAP): Jewish Employment and Vocational Service (JEVS)	1845 Walnut St, 7th Floor, Philadelphia, PA 19103	215-854-1856	zukerg@jevs.org	http://www.jvskc.org/	215-854-1880	rehabilitation services, resettlement services, language and cultural services, immigration counseling, employers' information, social work program, refugee relationship enhancement, sheltered work and contract services	6
91	PA	Refugee Employment Program: Erie Targeted Assistance Program - Hispanic American Council of Erie (HACE)	554 E 10th St, Erie, PA 16503	814-455-0212	pjwallsof@aol.com	http://www.hispaniccouncil.org/HSC/	814-453-2363	Diversity-related and life skills group for Hispanic youth, advocacy and research on Hispanic youth	6
92	PA	Refugee Services Program: Catholic Charities of the Diocese of Pittsburgh	212 9th St, Pittsburgh, PA 15222	412-456-6977	jmile@ccpgh.org iellis@ccpgh.org	http://www.ccpgh.org/g/	412-456-6977	Housing, social security and medical application, health screenings, school enrollment, ESL, general community orientation, pre-employment training, job search, rent, utility, and transportation assistance	7
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered

93	RI	International Institute of Rhode Island: Refugee Resettlement Program	645 Elmwood Ave, Providence, RI 02907	401-784-8611 401-784-8638 401-461-5940	bsadr@iiri.org bshuey@iiri.org	http://www.iiri.org/refugeeresettlement.htm		basic needs assistance, cultural immersion, healthcare accessing assistance, education and social services, employment services, case management and advocacy	7
94	RI	Roman Catholic Diocese of Providence: Immigration & Refugee Services	184 Broad St, Providence, RI 02903-4029	401-421-7833 ext 129, 130, or 131	lperalda@dioceseofprovidence.org scarrera@dioceseofprovidence.org	http://www.dioceseofprovidence.org/?id=107	401-277-9027	Immigration services, resettlement services, interpretation services	3
#	State	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
95	VT	Association of Africans Living in Vermont, Inc.	139 Elmwood Ave, Burlington VT 05401	802-985-3106	africans.vermont@gmail.com	http://www.africansinvermont.org/		case management, integration education, neighborhood women's groups, workforce development, leadership development and advocacy, interpreter services, cross-cultural trainings, cultural preservation and recreations	8
96	VT	Vermont Refugee Resettlement Program	462 Hegeman Ave Suite 101, Colchester, VT 05446	802-655-1963	vrrp@uscrvt.org	http://www.vrrp.org/	802-655-4020	Interpretation & translation services, case management, employment services, child care services, senior services, youth services	4
#	Province	Name	Mailing Address	Phone #	Email address	Website	Fax #	Services Rendered	Number of services rendered
97	BC	Immigrant Settlement Services of BC	# 501-333 Terminal Ave. Vancouver, BC V6A 2L7	604-684-2561(Main)	immserv@issbc.org	www.issbc.org		Resettlement resources	2
98		Settlement Orientation Services (SOS)	411 Dunsmuir St, 4th floor, Vancouver BC	778-328-8888 (514) 277-7223	acharlton_sos@vrsa.ca	http://www.dtes.ca/cms/index.cfm?group_id=2963		Resettlement services	7

99	ISS Multilingual Case Management	#501-333 terminal Avenue, Vancouver, B.C V6A 2L7	604-684-2504(Main)	mcm@issbc.org			Case management	1
100	ISS Welcome house	530 Drake St., Vancouver, BC V6B 2H3	604-684-7498 ext 116	jim.siemens@issbc.org	www.settlement@issbc.org	604-684-5683	Resettlement resources	10
101	ISS Work Resource Center & Marketing	530 Drake Street, Vancouver, B.C. V6B 2H3	604-684-7498(Main)		www.wrc@issbc.org		Work resource center & marketing	5
102	ISS Case Management Unit	Vancouver, B.C V5K 1A1	604-331-8253(ext. 54)		www.cmu@issbc.org		Case management	1
103	ISS Community Settlement Counseling Team	530 Drake Street, Vancouver, B.C V6B 2H3	604-684-7498(Main)	Cdsamson@issbc.org			Mental health	3
104	ISS Trauma-information and support services	530 Drake Street, Vancouver, B.C V6B 2H3	604-684-7498(ext. 1644)	mohsen-eslami@issbc.org			Trauma services	3
105	ISS Community Bridging Program	530 Drake Street, Vancouver, B.C V6B 2H3	604-684-7498(Main)	jcrwu@issbc.org			Community support services	6
106	ISS English Language Services For Adults(ELSA)	# 501-333 Terminal Ave. Vancouver, BC V6A 2L7	604-684-2561(Main)		www.elsa@issbc.org		ESL	3
107	ISS Adult Continuing Education Program(ACE)	#501-333 Terminal Avenue, Vancouver, B.C V6A 2L7	604-684-2561(Main)		www.ace@issbc.org		Education: Computer training, ESL	2
108	ISS My Circle Program	#210-7337 137th Street, Surrey, B.C. V3W 1A4 530 Drake Street, Vancouver, B.C V6B 2H3	604-684-7498 , 604-595-4021(ext 1434)	nathalie.lozano@issbc.org josiane.anthony@issbc.org	www.issbc.org	604-684-5683, 604-595-4028	Educational, settlement, employment services, promoting integration	4
109	ISS Multiethnic Pre-Employment Program	# 501-333 Terminal Ave. Vancouver, BC V6A 2L7	604-684-2561(Main)		www.multi_ethnic@issbc.org		employment program and job assistance	4

110		ISS Youth connection program	#200-620 Royal Avenue, New Westminster, BC V3M 1J2	604-522-5902(Main)	youthconnection@issbc.org	www.issbc.org	604-522-5908	work experience, Individual counseling and advocacy	3
111	BC	M.O.S.A.I.C.	1720 Grant St., 2nd Floor, Vancouver, B.C V5L 2Y7 7297 Kingsway, Burnaby, B.C V5E 1G5 7009 Kingsway, Burnaby, B.C V5E 1E5	604-684-7438 (ext. 1644) 778-321-3235 604-684-7498 ext 116 604-254-9626 604-636-4712 604-636-0120	mlarrivee@mosaicbc.com mohsen.eslami@issbc.org settlementprograms@issbc.org	http://www.mosaicbc.com/about-mosaic/mission-vision-values	604-254-3932 604-636-4743 604-636-0123		1
112		Free Running for Older Immigrant Youth Program Settlement Services	7297 Kingsway, Burnaby, BC V5E 1G5	604-636-4712(ext. 140)	dharris@mosaicbc.com	www.mosaicbc.com	604-636-4743	Employment program, Interpretation services, settlement services, translation, family program	10
113		Step ahead program for multi-barriered refugees	1720 Grant St, 2nd floor, Vancouver BC V5L 2Y7	604-720-9626 604-720-2933	mlarrivee@mosaicbc.com	http://www.mosaicbc.com/settlement-services/settling-canada/step-ahead-program-multi-barriered-refugees		House visit to families, assessment of family needs, case management, life skills training	3
114		Newcomers' Centre for children and families	7009 Kingsway, Burnaby, BC V5E 1E5	604-636-0120	mobu2_reception@mosaicbc.com	http://www.mosaicbc.com/settlement-services/settling-canada/newcomers-centre-children-and-families	604-636-0123	Activities and information sessions for parents, pre-school and early learning programs, The teaching kitchen, outreach service/community bridging, the volunteer program	2
115	BC	Raven Song Community Health Centre, Trauma Counseling Program	2450 Ontario St, Vancouver, BC V5T 4T7	604-709-6401 604-684-7438 (ext. 1644) 778-321-3235	karen.grant@vch.ca		604-872-5223	Medical and mental health services, training, social resources, cultural immersion, case management	6

116	BC	La Boussole	612 Broadway E., Vancouver, BC	604-683- 7337 Ext 228 (Main) 604-709- 6401	tleba@lbv.ca http://www.lbv.ca/in dex.php?option=com _qcontacts&view=ca tegory&catid=0&Ite mid=3&lang=fr	www.lbv.ca	Community services, social services, employment services, immigration services	9	
117		La Boussole - The Illustrated Journey Youth Project	612 E. Broadway, Vancouver, BC, V5T 1X6	604-683- 7337(Mai n)		illustratedjourney@g mail.com	604- 684- 1565	Youth drawing group program	4
118	BC	MCC (Mennonite Central Committee) of BC	5914 Fraser St, Vancouver, BC	604-325- 5524 1-888- 857-0011	refugee@mccbc.com	http://bc.mcc.org/wh atwedo/refugees		Legal aid	3
119	BC	YMCA: Collectively Canadian Program	955 Burrard Street, Vancouver, BC V6Z 1Y2	604 -294- 9622				Educational services, job assistance, social resources, medical assistance, basic needs resources, interpretation services, immigration services	7
120	BC	Settlement Workers In School(SWIS)	1000 East 59th Avenue, Vancouver, BC V5X 1Y7	604-713- 5999(Mai n)		www.swis@vsb.bc.c a	604- 713- 5998	Provide information on legal issues, Health services, Housing and accommodation, schooling,	7
121	BC	VSRA: Inland Refugee society	#430-411 Dunsmuir Ave, Vancouver, BC, V6B 1X4	778-328- 8888 ext. 26 604-325- 5524 1-888- 857-0011	directservice_inland @vrsa.ca	http://www.vcn.bc.c a/inland/helping.htm l#volunteer	604- 873- 6620	Social work services	4
122	BC	Vancouver Association for Survivors of Torture (VAST)	2618 East Hastings Street, Vancouver, BC V5K 1Z6	604-299- 3539 1-866- 393-3133 778-328- 8888 ext. 26	settlement@vast- vancouver.ca jean.lempriere@vast- vancouver.ca office@vast- vancouver.ca	http://www.vast- vancouver.ca/Concta ctUs.html		counseling services	4
123	BC	Family Services of Greater Vancouver (FSGV) Trauma Program	1193 Kingsway, Vancouver, BC	604-874- 2938	asola@fsgv.ca			counseling services	5

124	BC	Britannia Community Resource: Hispanic Refugee Youth Program	1110 Cotton Drive Vancouver, BC V5L 3T5	604-718- 5826, 604-728- 5828	tom.higashio@vanc ouver.ca, Tiara.calvano@vanc ouver.ca	http://www.britanniacentre.org/services/youth_teen_centre.php	Diversity youth program and counseling services onsite	4
Total number of services rendered								597

ARLETTE JOËLLE NGOUBENE-ATIOKY

Email: ajn3@lehigh.edu

EDUCATION

2004-2011 *Lehigh University*

Ph.D. Candidate, Counseling Psychology.

Dissertation Topic: Life Experiences of Constructively Adapting Adolescent War Refugees in Eastern United States, defended October 27, 2011.

Doctoral Qualifying Project: Skin Color Preference: An International Perspective, presented and approved March 24, 2008.

2007-2008 *Lehigh University*

M.Ed., International Counseling, Conferred 2008.

Externship: World Health Organization European Collaborating Centre on Health, Psychosocial, and Psychobiological Factors, May 15th - July 29th 2008 in Brussels, Belgium.

2001-2004 *University of Maryland, College Park*

B.A., Psychology with a citation (Minor) in Spanish, Conferred 2004.

CLINICAL EXPERIENCE

2010-2011 **Pre-Doctoral Intern**, *University of British Columbia Counselling Services, Vancouver, British Columbia, Canada.*

Internship consists of conducting triage, individual, group therapy and emergency/crisis counseling, scoring PHQ-9, CCAPS, BDI, BAI and several other assessments, presenting workshops and seminars, facilitating campus outreach programs, supervising a master's level trainee, attending professional development workshops, and participating in case management, supervision of supervision, group supervision and staff meetings. Supervisors: Kirk Beck, Ph.D., Whitney Sedgwick, Ph.D., Cheryl Washburn, Ph.D., & Angela Post, Ph.D.

2007-2008 **Practicum Student**, *Allentown State Hospital, Allentown, Pennsylvania.*

Practicum experience consisted of conducting in-take evaluations, individual and group therapy, psychological, neurological, personality, and career-related assessments (MMPI-II, Trail Making Test Part A & B, Self-Directed Search, and Kuder Career Search), case conceptualizations, unit rotations, treatment planning for adults with severe mental health related concerns, and attendance to seminars

on various mental health topics. Received training and Rorschach administration scoring, and interpretation. Supervisor: William Schneller, Ph.D.

2006-2007 **Practicum Student**, *Hispanic American Organization (HAO), Partial Hospitalization & Counseling Services, Allentown, Pennsylvania.*
Practicum experience consisted of conducting in-take evaluations, individual and group counseling in English, French and Spanish, psychological and personality assessments (MCMI-III, Beck Depression Inventory and other Spanish-only inventories), psychosocial summary and treatment planning, attendance to psychotropic workshops and training social case management. Supervisor: Paula Sanchez, Ph.D.

2005-2006 **Practicum Student**, *Kutztown University Counseling Services, Kutztown University of Pennsylvania, Kutztown, Pennsylvania.*
Practicum experience consisted of conducting in-take evaluations, individual counseling and formulating case conceptualizations, case notes, and discharge summaries. Administered and scored OQ-45 for pre and post-treatment outcomes. Supervisor: Lisa Coulter, Ph.D.

ADDITIONAL CLINICAL EXPERIENCE

Summer 2008 **Extern**, *World Health Organization European Collaborating Centre on Health, Psychosocial, and Psychobiological Factors in Brussels, Belgium.*
Externship experience consisted of co-facilitating group therapy and psycho-educational training, formulating case conceptualization and treatment planning of at-risk youth residing in TAMARIS, a court-mandated residential home for delinquent youth in Brussels, Belgium, observing and assisting in play therapy for refugee youth at EXIL España in Barcelona, Spain, participating in mental health best practices initiatives. Supervisor: Franz Baro, M.D., Ph.D.

CLINICAL SUPERVISION EXPERIENCE

2007-2008 **Clinical Supervisor**, *Counseling Psychology Program, Lehigh University.*
Supervised two master's level students working as practicum interns in a community mental health center and an outpatient hospital. Provided verbal and written feedback on skills via audiotape review and evaluations. Supervisors: Nicholas Ladany, Ph.D. and Tim Silvestri, Ph.D.

PROFESSIONAL DEVELOPMENT CERTIFICATES

Summer 2009 **Certificate of Course Completion**, *Massachusetts School of Professional Psychology*

Rorschach Immersion: Basic Course in Rorschach, Abby Dean, Psy.D, 7/27/09-7/31/09 (35 hours total).

Summer 2007 **Post-baccalaureate Certificate in International Counseling**, *Lehigh University*
Completed graduate level courses in counseling with a concentration on international populations. Completed two counseling courses completed at Lehigh University Summer Institutes in International Counseling in Puerto Vallarta, Mexico.

RESEARCH EXPERIENCE

2009-Present **Senior Researcher**, *Counseling Psychology Program, Lehigh University*
Study on societal perception of women's role and its effect on therapeutic progress and outcome. Research team (Ngoubene-Atioky, A., Williamson-Taylor, C., & Inman, A.) examines therapist's potential bias with regards to childrearing and childlessness. Current collecting data. Supervised by Arpana Inman, Ph.D.

2007-2009 **Research Assistant**, *Counseling Psychology Program, Lehigh University*
Study on the experiences and perspectives on international students in the counseling psychology field. Research presented at the 2008 Convention of the American Psychological Association. Co-developed research surveys and conducted coding, analyzing, and drafting of manuscript. Supervised by Tina Richardson, Ph.D.

Spring-Summer 2004 **Research Assistant**, *Counseling Psychology Department, University of Maryland, College Park*
Dissertation study on the CCRT (Core Conflictual Relationship Theme) in a therapy setting. Transcribed video therapy sessions, identified the client's interpersonal relationship episodes in transcripts, evaluated the different components of the CCRT, rated the components of the relationship episodes in completeness and intensity, and recorded the analyzed data on SPSS. Coordinated by Laura Kasper, Ph.D. and supervised by Clara Hill, Ph.D.

Fall 2003 **Research Assistant**, *I/O Psychology Department, University of Maryland, College Park*
Meta-analysis dissertation study on the effects of affirmative action in the job market. Researched, collected, and organized empirical articles on topic. Coordinated by David Mayer, Ph.D. and supervised by Benjamin Schneider, Ph.D.

CONFERENCE PRESENTATIONS

- Ettigi, S. & **Ngoubene-Atioky, A. J.** (2011, August). *Ethical or not? Managing ethical dilemmas in a global context within supervision*. In **T. Burnes** (Chair), *Choices, challenges, change, and chances: A new face of supervision and training in counseling psychology*. Round table discussions conducted at the annual convention of the American Psychological Association, Washington D.C., USA.
- Ngoubene-Atioky, A. J.** (2010, August). *Promoting APAGS Membership and Involvement*. In **A. Ngoubene-Atioky** (Chair), *Division Student Representative Network (DSRN) Business Meeting: Promoting Student Membership and Involvement*. Symposium conducted at the annual convention of the American Psychological Association, San Diego, California, USA.
- Ngoubene-Atioky, A. J.** (2009, August). *APAGS strategies for recruitment, retention, and engagement of the next generation of psychologists*. Symposium conducted at the annual convention of the American Psychological Association, Toronto, Ontario, Canada.
- Ngoubene-Atioky, A. J.** (2009, August). *Clinical versus I/O Executive Coaching Boundaries – Mock Licensing Board Hearing* (Acting role of court deputy). Presentation conducted at the annual convention of the American Psychological Association, Toronto, Ontario, Canada.
- Ngoubene-Atioky, A. J.**, Inman, A. G., & Ladany, N. (2008, November). *Needs of counselors in international schools*. Symposium conducted at the annual conference of the Mediterranean American International School Conference, Madrid, Spain.
- Richardson, T.Q., **Ngoubene-Atioky, A. J.**, & Mori, Y. (2008, August). *Perspectives and needs of international students*. In T. Richardson & C. Duan (Chairs), *Leadership, training and perspectives on internationalization of counseling psychology*. Symposium conducted at the Annual Convention of the American Psychological Association, Boston, Massachusetts.
- Duan, C., Ping-Hwa, C., & **Ngoubene-Atioky, A. J.** (2008, March). *Globalization and indigenization of Counseling Psychology around the world*. Co-chair of a roundtable discussion at the International Counseling Psychology Conference, Chicago, Illinois.
- Inman, A. G., **Ngoubene-Atioky, A. J.**, & Ladany, N. (2008, March). *Professional development needs for counselors in international schools*. In N. Ladany (Chair), *International perspectives on supervision and training*. Symposium conducted at the International Counseling Psychology Conference, Chicago, Illinois.
- Ladany, N. & **Ngoubene-Atioky, A. J.** (2008, March). *International students' social and informal hour: Supervision*. Roundtable discussion at the International Counseling Psychology Conference, Chicago, Illinois.

- Vajk, F. & **Ngoubene-Atioky, A. J.** (2008, March). *Globalization and indigenization of Counseling Psychology around the world: Africa/South Africa*. Roundtable discussion at the International Counseling Psychology Conference, Chicago, Illinois.
- Ngoubene-Atioky, A. J.** & Richardson, T. (2007, August). *Skin color and attractiveness: An international perspective*. Poster to be presented at the social hour of the International Section of Counseling Psychology, Annual Convention of the American Psychological Association, San Francisco, California.
- Cruza-Guet, M. C. & **Ngoubene-Atioky, A. J.** (2007, July). *The relationship between acculturation, gender roles, and close interpersonal relationships among Hispanic females*. Poster presented at the annual IARR New Scholar Workshop, Boston, Massachusetts.
- Ngoubene-Atioky, A. J.** & Hayling, C. (2007, April). *The experience of African graduate students and the role of counseling psychologists*. Panel presentation and discussion at the Annual National Black Counseling Psychology Conference, Washington DC.
- Hayling, C. & **Ngoubene-Atioky, A. J.** (2006, October). *The intersection of racial and ethnic identity among Hispanic immigrant populations*. Poster presented at the annual conference of Boston College Diversity Challenge, Boston, Massachusetts.
- Inman, A. G., Ladany, N., **Ngoubene-Atioky, A. J.**, & Mack, T. R. (2006, August). *Counseling in global communities: Example of international schools and USSR*. Roundtable discussion at the annual conference of American Psychological Association, New Orleans, Louisiana.
- Mori, Y., **Ngoubene-Atioky, A. J.**, Brooks, L., & Inman, A. G. (2006, August). *Supervision of international students: Needs and future direction for multicultural/cross-cultural supervision*. Poster presented at the annual conference of American Psychological Association, New Orleans, Louisiana.
- Ngoubene-Atioky, A. J.**, Fine, S. G., & Williamson-Taylor, C. (2006, June). *Bilingualism in supervision process and outcome*. Poster presented at the annual conference of the Society of Psychotherapy Research, Edinburgh, Scotland.
- Ngoubene-Atioky, A. J.** & Richardson, T. Q. (2005, October). *More milk in your coffee? Skin color bias in career counseling*. Poster presented at the annual conference of the Middle Atlantic Society of Psychotherapy Research, St Mary's City, Maryland.
- Boyd, D., Ladany, N., & **Ngoubene-Atioky, A. J.** (2005, August). *LGB Training Issues in*

Supervision. Roundtable discussion at the annual convention of the American Psychological Association, Washington DC.

Ngoubene-Atioky, A. J., Boyd, D., Brooks, L. & Ladany, N. (2005, June). *LGB Training Issues in Supervision*. Poster presented at the annual conference of the Society Psychotherapy Research, Montréal, Québec, Canada.

PUBLICATIONS

Inman, A., **Ngoubene-Atioky, A. J.**, Ladany, N., & Mack, T. (2009). School counselors in international schools: Critical issues and challenges. *International Journal for the Advancement of Counselling*, 31, 80-99.

Baro, F., **Ngoubene-Atioky, A. J.**, Toye, J., & Vande Gucht, M. (2009). *Survivors of suicide loss*. In D. Wasserman, D. & C. Wasserman (Eds.), *Suicidology and suicide prevention: A global perspective*. Oxford, UK: Oxford University Press.

Ngoubene-Atioky, A. J. (2007). Counseling developments: Training of international counselors. *International Section Newsletter: APA Society of Counseling Psychology*, 2, 15-16.

Ngoubene-Atioky, A. J. (2007). The International Counseling Psychology website. *International Section Newsletter: APA Society of Counseling Psychology*, 1, 17.

TEACHING EXPERIENCE

Fall 2006
-Sum 2009 **Student Teacher**, *Global Union Language Exchange Program, Lehigh University*

Taught two weekly one-hour advanced, intermediate, and beginner French.

Spring 2007 **Teaching Assistant**, *Counseling Psychology Program, Lehigh University CPSY 442: Counseling and Therapeutic Approaches* on-line course taught by Arpana Inman, Ph.D.

Fall 2006 **Guest Lecturer**, *Counseling Psychology Program, Lehigh University CPSY 471: Diversity & Multicultural Perspectives* taught by Tina Richardson, Ph.D.

Topic: Disability and Culture – October 2006.

Summer 2006 **Teaching Assistant**, *Counseling Psychology Program, Lehigh University CPSY 471: Multicultural and Diversity Perspectives* taught by Arpana Inman, Ph.D.

- Spring 2006 **Teaching Assistant**, *Counseling Psychology Program, Lehigh University*
CPSY 442: Counseling and Therapeutic Approaches on-line course taught
 by Arpana Inman, Ph.D.
- Spring 2005 **Teaching Assistant**, *Counseling Psychology Program, Lehigh University*
CPSY 442: Counseling and Therapeutic Approaches on-line course taught
 by Arpana Inman, PhD.
- Spring 2001 **Tutor**, *Montgomery Blair High School, Silver Spring, Maryland*
 Helped incoming immigrant High School students, who had English as a
 second language, with English and geometry schoolwork. Organized
 enjoyable didactic activities to facilitate learning.

ADMINISTRATIVE EXPERIENCE

- Fall 2004-
 Spring 2009 **Graduate Assistant**, *International Programs, College of Education,*
Lehigh University.
- ◆ Administrative and academic liaison between the International Programs and the Counseling Psychology Program.
 - ◆ Advised and provided academic assistance to international counseling students.
 - ◆ Assisted Daphne Hobson, Ed.D., Director of Lehigh University International Programs Department, with any ongoing research, lectures, and presentations.
 - ◆ Promoted and co-managed the elaboration of the International Counseling Programs Summer Institutes in Puerto Vallarta, Mexico, Sligo, Ireland, and Izmir, Turkey.
 - ◆ Collaborated in the writing of a grant proposal on the necessity of educational assistance for women educators in the Middle East, North Africa, South Asia, and Eastern Europe.
 - ◆ Promoted and represented Lehigh University at the American International Schools of Africa (AISA) conference in Johannesburg, South Africa and at the Mediterranean American International Schools (MAISA) conference in Madrid, Spain.
 - ◆ Developed and managed the international counseling website of the American Association of International Education (AAIE), AAIE International Counseling Listserv (Counselornet), and Lehigh University's International Counseling Listserv.
- Spring 2007 **Translator**, *College of Education, Lehigh University*
 Translated several research data as well as the International Section of Counseling Psychology (ICP) website from English to French.
- Spring 2005 **Faculty Search Committees**, *College of Education, Lehigh University*

Graduate student member representative of the English-as-A-Second-Language (ESL) Faculty Search Committee.

Fall 2006 **Faculty Search Committees, College of Education, Lehigh University**
Graduate student member representative of the Transcultural Comparative and International Education Faculty Search Committee.

Summer 2002- **Student Assistant, School of Languages, Literatures and Cultures**

Spring 2003 *Administration Office, University of Maryland, College Park.*

Assisted international faculty and staff members with filing, typing, copying and carrying out daily office duties.

PROFESSIONAL ASSOCIATIONS

2005-Present **Graduate Student Affiliate, American Psychological Association, (APA)**

2008-Present **American Psychological Association of Graduate Students (APAGS),
Member-at-Large, Membership recruitment and retention**

- ◆ Member of APAGS executive committee: make executive decisions with regards to students' concerns, attend and participate at APA Spring & Fall Consolidated Business meetings, submit and implement agenda items to retain and recruit graduate students to APAGS
- ◆ Collaboratively work with the Membership Board on APA membership recruitment, retention, and APA membership registration/renewal
- ◆ Liaisonship with Association of State and Provincial Board (ASPPB) and participation in ASPPB Working Group on banking and certification of credentials for licensure
- ◆ Participated in the tri-monthly editorial meeting for GRADPSYCH magazine
- ◆ Submitted a tri-monthly article to APAGS Campus Bulletin
- ◆ Review and rate applications for APAGS grants and scholarships

2006-Present **International Section of Counseling Psychology (ISCP), Division 17 of the American Psychological Association, member and official website webmaster**

- ◆ Created and launched ISCP official website in August 2006
- ◆ Update the website regularly in consultation with Dr Larry Gerstein (former chair of ISCP) and Dr Changming Duan (current chair of ISCP)
- ◆ Attend ISCP annual business meeting at APA Convention
- ◆ Website Subcommittee Member of the International Mentoring and Orientation Committee (IMOC) of ISCP.

2006-Present **Student Affiliate, Division 52 and 17 of the American Psychological Association.**

PROFESSIONAL ACTIVITIES

- Fall 2008- **Beta Pi International Honor Society Chapter, Student Vice President**
Spring 2009
- ◆ Attended Board meetings
 - ◆ Participated in the recruitment and inauguration process of new members
 - ◆ Reviewed candidates for honorary awards and scholarships
 - ◆ Represented the Chapter at the bi-weekly Global Union Club Meetings.
- Fall 2006- **Attendee and member of Amnesty International (AIUSA) Organization,**
Spring 2009 Bethlehem section.
- Fall 2006- **French Club, Vice President,** Lehigh University.
Spring 2009
- Spring 2007 **United Nations World Affairs Committee member,** Lehigh University.
- Fall 2005 **Graduate Student Life Orientation Ambassador,** Lehigh University.
Provided a tour of campus to new graduate students and information on housing and any graduate life related issues. Provided tips and helpful comments to students.
- Spring 2005- **Social Advocacy Project,** Lehigh University.
Spring 2006 Co-leader of A.C.T.I.O.N which aimed at providing volunteers from Lehigh University graduate student body to charitable associations in the Lehigh Valley.
- Fall 2004- **Graduate Student and Senate (GSS) Counseling Psychology Department**
Spring 2005 **Student Representative,** Lehigh University.

GRADUATE HONORS & AWARDS

- Fall 2009 Certificate of appreciation from the International Section of APA Division 17 – Counseling Psychology for the significant contribution in managing ISCP official website.
- Fall 2008 Beta Pi International Honor Society, Student Award, Lehigh University Chapter.
- Summer 2007 Lehigh University, College of Education, Student Travel Award.
- Summer 2007 Honorary guest at the Women’s Leadership Symposium of the International School Services.

Summer 2007 Certificate of appreciation from the International Section of APA Division 17 – Counseling Psychology, awarded at the American Psychological Association Annual Convention in San Francisco.

Summer 2006 Lehigh University, College of Education, Student Travel Award.

Summer 2005 Lehigh University, Graduate Student Senate, Student Travel Award.

ADDITIONAL SKILLS

Languages Fluency in French (native language), high proficiency in Spanish, and beginner knowledge of Mandarin.

Web design International Section of Counseling Psychology, Division 17 of APA, official website and the Association for the Advancement of International Education (AAIE) International Counseling Website.

REFERENCES

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